Self-Growth Capability Components and Their Impact on Growth

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Abstract

Self-growth requires special capabilities and consciousness in order to independently construct a life journey toward an ideal self. Self-growers have the capability to increase their own growth capability and promote growth capability in others. This article describes 13 contributing components of self-growth capability that increase growth capability and raise self-growth consciousness. Activating these components elevates growth experiences into self-growth experiences, supports the journey toward ideal self, and helps individuals stay in their ideal zone of development. Collectively, these components provide a foundation for the scholarship and practice of building as well as using self-growth capability.

Introduction

Self-Growth is a conscious undertaking to become a better version of oneself through planned actions (Jain et al., 2015). An individual will struggle to gain ownership of their growth and development if their personal growth is dependent upon external resources or if they lack self-determination. Gaining control of opportunities afforded by one's life context is the basis of capability development (Nussbaum, 2011). This is also the philosophical foundation of self-growth development. Individuals motivated to become self-growers must answer the following questions:

- What are my most notable opportunities for growth now and in the future?

- Which of my potential areas of growth are most compelling?

- What short-term and long-term decisions must be made to translate my opportunities into real improvements during my life journey?

- What actions will result in strengthening my growth capability over time?

- How will my growth plans align with meeting my practical and psychological needs?

- What should be done to overcome my unexpected barriers and my failures to perform with a higher level of quality?

- How will I monitor progress and integrate new insights in the process of self-growth?

Self-Growth, for most people, is an undeveloped capability with unlimited potential since most individuals do not ask these kinds of questions. *Self-Growth capability*, as defined herein, is a powerful construct that is currently guiding the evolution of Process Education (PE) (Ellis, 2020). Self-Growth capability can be developed by engaging in a complex but predictable pattern that requires knowledge creation, generalization of learning, and consciousness about how one intends to expand opportunities and choices for one's life journey. This article presents 13 dimensions of self-growth capability that will support the examination of one's developmental process for moving from growth moments (such as in learning contexts) and experiences (strengthening areas of performance, for example) to the independent decision-making that is the hallmark of self-growth capability. Reflection on one's ideal self is an essential ingredient in building self-growth capability because it is a source of counsel for all aspects of the life journey.

Literature Review

Self-Growth is a process that combines the ability to self-analyze, self-evaluate, and self-motivate to move from one stage of life to a higher state of being (Jain et al., 2020). The PE self-growth approach highlights new discoveries about growth development that can elevate individuals beyond their current capabilities. Answers to questions about growth development are often triggered by one of the following situations: a powerful learning to learn experience, a major life difficulty that stimulates the need for change and growth, a key life event such as marriage or childbirth,

[1] Pacific Crest
[2] Bellevue University
[3] West Valley College
[4] University of Idaho
[5] University of Maryland Global Campus
[6] The American College of Financial Services
[7] SUNY Cortland
[8] Georgia Gwinnet University
[9] Eastern Michigan University
[10] Educational Consultant
[11] Champlain College
[12] Kennesaw State University
[13] Virginia State University

an inspirational speaker, or an impactful teacher/mentor/coach (Buxant et al., 2010).

Self-Growth within the PE Framework

Self-Growth is an essential construct in PE philosophy that was first introduced in 1995 (Apple et al., 2016). A profile of a self-grower was described in *Foundations of Problem Solving* (Myrvaagnes et al., 1999) which included learning experiences designed to reinforce the development of the growth capabilities of learners. The *Life Vision Portfolio* (Mettauer, 2002) was centered on the idea of a self-growth journey created through self-discoveries and reflection. The concept that growth is possible in any area of life was represented by the Classification of Learning Skills (CLS) (Apple et al., 2007). The explicit precept is that any person can use the CLS to facilitate their own growth through the strengthening of learning skills relevant to growth goals and opportunities.

The philosophy of capabilities (Nussbaum, 2011) provides insight into how quality of life (QoL) can be increased by recognizing how opportunities in life can become growth moments. This construct was expanded by Jain et al. (2015) to demonstrate that an individual's life journey and its success is based upon the ability to apply self-growth to any aspect of life. The individual must direct this self-growth journey themselves; no one else can. The self-growth process must be self-assessed and reflected on at pivotal intervals to produce an independent and self-determined journey (Desjarlais & Smith, 2011). A summary of research-based practice related to growth and the development of growth capability is contained in a special edition of the IJPE (Apple et al., 2016).

Role of Mindset

A self-growth mindset extends the belief in oneself into areas of life performance previously characterized by limits, failures, and negative outcomes. The former pessimistic attitude is replaced with self-motivated actions, growth development experiences, and successful achievements. The positive and progressive nature of the self-growth mindset contributes to a stronger sense of identity as well as to the development of better life habits, personal attributes, and professional characteristics. Self-growers thoughtfully select growth opportunities with potential for self-transformation. Transition from a growth mindset to self-growth mindset opens the field of choice by drawing attention to new capabilities needed for tackling complex and dynamic challenges to one's current life pattern (Leise, 2020). Each component of self-growth capability provides a different perspective about personal development that will increase QoL.

Role of Consciousness

Consciousness is mental awareness of one's mind and of the world through sensations, feelings, perceptions, thoughts, and memories about experiences that provide feedback for meeting needs, understanding others' minds, and planning future actions (Bertolero & Bassett, 2019). It is the waking life awareness that results in personal creation of knowledge, especially self-knowledge, and the ability to mentally connect actions with beliefs and value systems that produce a sense of self-validation about how one is relating to reality.

Self-Growth consciousness can be equated to a movie director's level of consciousness of all facets of the movie while they are creating it. Directing and acting one's life requires a level of consciousness that includes being ready to use each life moment to increase life's meaning, to grow, and to increase life quality along the journey of becoming one's ideal self.

Self-Growth Capability

Self-Growth capability shifts one's consciousness of the moment from a learning experience into a growable experience and then to generating conditions for self-growth. Consciousness of the self and one's environment, as well as the relationship between these two, support the growth and self-growth that can only happen in that interface. This means that each developmental level in the PE framework (i.e., knowing, learning, and growing) must be mastered before self-growth capability can be fully attained.

Self-Growth capability is built upon the self-growth process encapsulated in six stages, with subsidiary steps, of the Self-Growth Methodology (SGM) (Jain et al., 2020). This innovative methodology synthesizes three decades of scholarship and practice (Apple et al., 2016; Beyerlein et al., 2007; Bloom et al., 1956; Leise et al., 2019; Apple et al., 2018). Self-Growth is also built upon increasing growth capabilities that make facilitation of growth in others possible through mentoring (Leise, 2007). Facilitating the development of growth capability in oneself requires consciousness of growth through expanded awareness of how growth choices fit into a larger sense of purpose and identity (Leise, 2020). The self-growth journey materializes by focusing time and energy within a zone of development (Vygotsky, 1978) that is productive and valuable for QoL. Staying in this developmentally productive zone increases growth and self-growth capabilities represented by how one envisions an ideal self. Important indicators that one is in their maximal zone include recognition of life moments as growth opportunities, transformation of growth moments into self-growth experiences, use of past experiences to stay centered, and planning for one's future self-growth

journey. As one evolves from their current self to their next real self, they will detach from old habits, practices, and beliefs to take in new self-knowledge, expand capabilities, and advance their vision of ideal self.

Model of the Journey from Real Self to Ideal Self

Figures 1 and 2 represent how the real and ideal versions of self are expressed in personal development. Figure 1 illustrates how the self is a synthesis of four aspects of the individual: their knowledge, performance capability, life experiences, and self-concept. As consciousness of all aspects of one's real self increases, there is greater probability that one can envision a stronger version of their ideal self.

The ideal self is the long-term target of self-growth which defines one's Ideal Zone of Development. Across life's

journey one's real self can be aligned more and more with one's ideal self through growth as well as self-growth. The strengths of the current real self are used to realize the next opportunities, leading to the next real self. This movement results from planning, implementing, and assessing improvements. In this process new strengths emerge that can be deployed in future opportunities. Part of growth is also moving away from undesirable qualities of the Non-Ideal Zone.

The sentience function of consciousness (Pinker, 1997) helps to increase the sense that one is in the Ideal Zone of Development, which makes each moment more meaningful for QoL, growth, and self-growth. Conscious awareness makes it possible to sense when one is not in this zone and must take corrective action to realign the journey towards their ideal self (Figure 2). From a psychoanalytic

Figure 1 Composition of Self

The core identity, values, and spirit that make up the individual

Self-Concept

Knowledge

The store of knowledge about the world, one's own self and others

The memorable situations, learning experiences, and accomplishments that highlight an individual's story

Experience

Capability

The skills and processes that empower an individual's performance
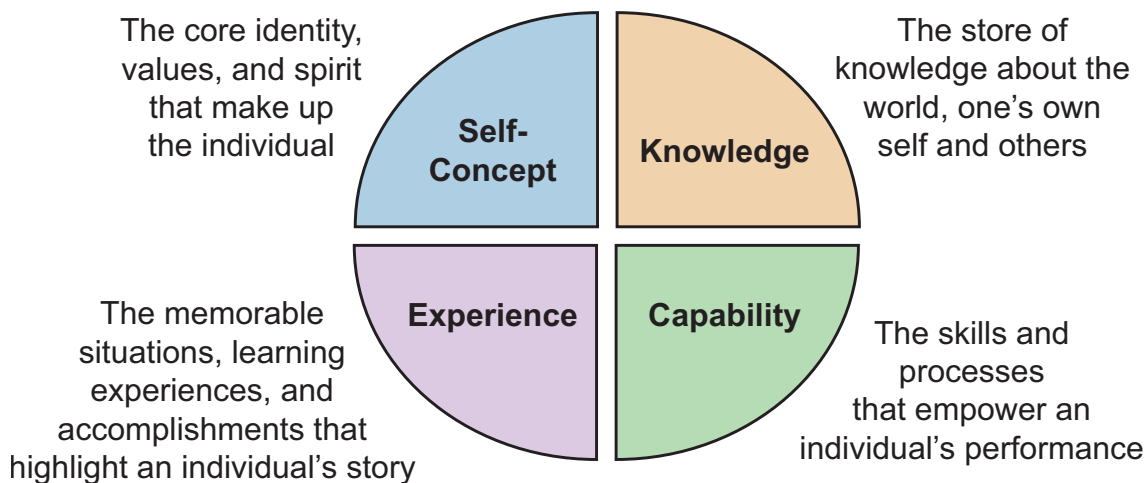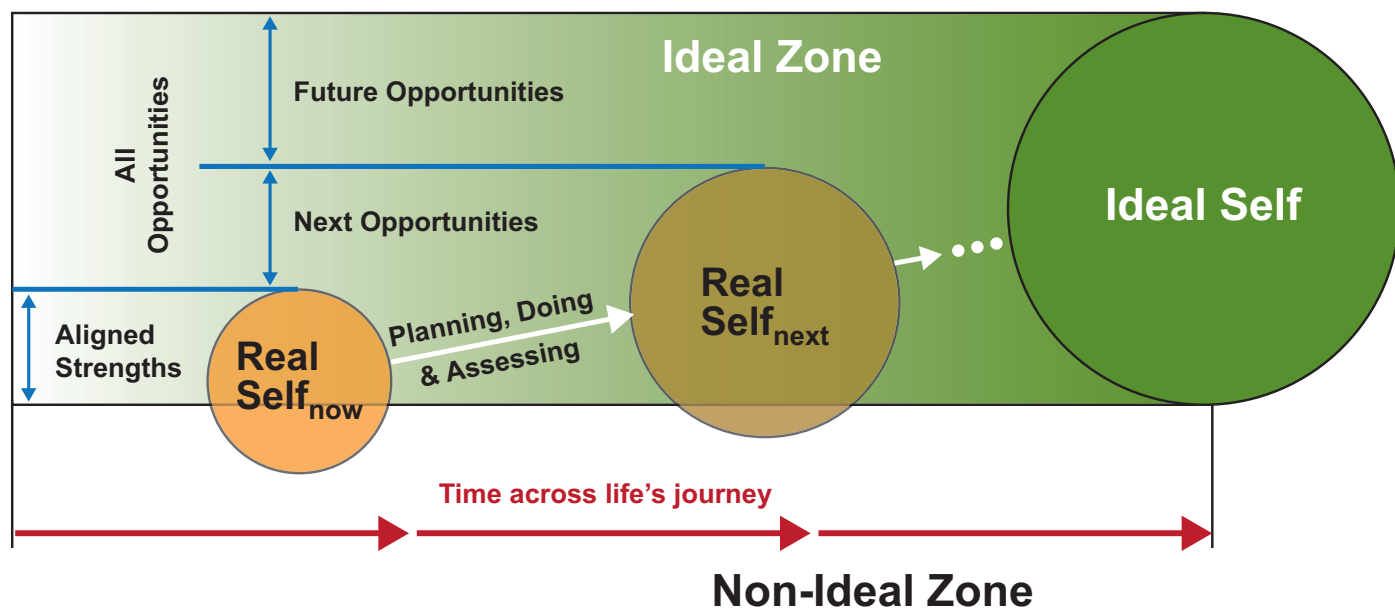
Figure 2 Incremental Growth and Self-Growth Across a Life Journey

perspective, Fingarette emphasizes the importance of personal autonomy in gaining insights about the self-growth process (1963).

Experiences with self-growth are often initiated by self-growth coaches who consciously facilitate the transfer of mentoring experiences to performers/learners so they can self-mentor. From a psychological viewpoint, the transfer of new learning of any kind is most likely when a mentor or coach has strong lived performance skills and insights that a learner/observer can see in action (Dorsey & Seegers, 1959). This is how experiences are shared so others can imitate through learning processes, transfer through growth activities, and self-mentor using skills listed in the Appendix. Reflection can powerfully increase awareness of progression within the roles of knower, learner, grower, and self-grower. As one moves through these roles, consciousness is elevated. This has implications for future performance and QoL, progression toward greater self-growth capability, and increased ability to stay in the ideal zone of self-development. Assessment is another significant process that can promote consciousness of how handling of each of these roles is occurring in one's life experiences.

Relationship Between Growth and Self-Growth Capabilities

Figure 3 presents the relationships between the 13 presently identified components of self-growth capability and the 15 components of growth capability that are essential in actualizing self-growth. Within Figure 3, each component of self-growth capability has been identified and defined for its meaningful contribution to increasing growth capability. There are many synergistic connections across the self-growth components and between the growth and self-growth components. Each component of self-growth capability has potential to increase the individual's self-growth consciousness and to empower a grower to transform growth experiences into self-growth experiences, to set in motion planning of the self-growth journey toward an ideal self, and themselves manage the vitally important process of staying in an Ideal Zone of Development.

These self-growth capabilities are grouped into 4 categories to clarify which components are most closely related. Category 1 (Self-Growth Methodology, Shared Journey, and Reflection) represents use of one's past to better define one's future ideal self and strengthen one's life journey so that one becomes a better version of themselves. Category 2 (Life Plan, Self-Growth Plan, and Designing Assessments) targets how energy and effort can best be expended to increase growth capability. Category 3 (Active Growth Plan, Classification of Learning Skills (CLS), and Mentoring Skills) supports growth in the moment by increasing

growth capability when the individual is engaged in purposeful daily decisions and activities. Category 4 (Self-Growth Mindset, Quality Mindset, Self-Mentoring, and Self-Growth Coaching) encompasses the mindsets and processes self-growers use to increase the quality of their growth capability as they make decisions important to QoL.

### Key Features of the 13 Components of Self-Growth Capability

Each of the following subsections presents an extended description and discussion of one of the 13 components of self-growth capability. The intent is to define each component, make clear how it is related to other components, and provide guidance for incorporating it into practice as one embraces transformations in one's life that represent progress toward one's ideal self.

Self-Growth Methodology (SGM)

A hallmark of human development (Maslow, 1970), self-growth involves a methodical plan and transformation of challenges into opportunities through incorporation of specific steps and processes, identified as the Self-Growth Methodology (Jain et al., 2020). It is impossible to hold even a small portion of one's life experiences and knowledge in present-moment consciousness, so the question arises as to how actualizing self-growth capability is possible. Consciousness never becomes a complete solution to self-knowledge or access to knowledge, but it does provide a uniquely personal sense of self that includes a strong awareness of personality and identity. The SGM resolves some of these limitations and inconsistencies of consciousness by providing a systematic set of stages and steps to help one articulate all the experiences important for achieving self-growth capability. As consciousness grows, so will insights from each step that resonate across other steps in the methodology.

The stages and steps of the SGM facilitate a systematic use of the growth capability components. A methodical, sustained practice of the SGM also strengthens ownership of one's growth capability. Stage 1 begins with motivation to increase self-awareness; against broad criteria, by identifying values, needs and passions, and clarifying QoL characteristics that bring wonder, joy, meaning, and happiness. Stage 2 involves envisioning one's ideal self and strengthening one's life goals and life plan. Stage 3 focuses on performance development, methodologies, and growth mindset. Stage 4 focuses on the professional characteristics and growth plan. Stage 5 focuses on growth skills, assessing, and CLS. Stage 6 focuses QoL decision-making by reflecting on personal values, goals, socio-cultural

Figure 3 Relationship Between Self-Growth Capability and Growth Capability
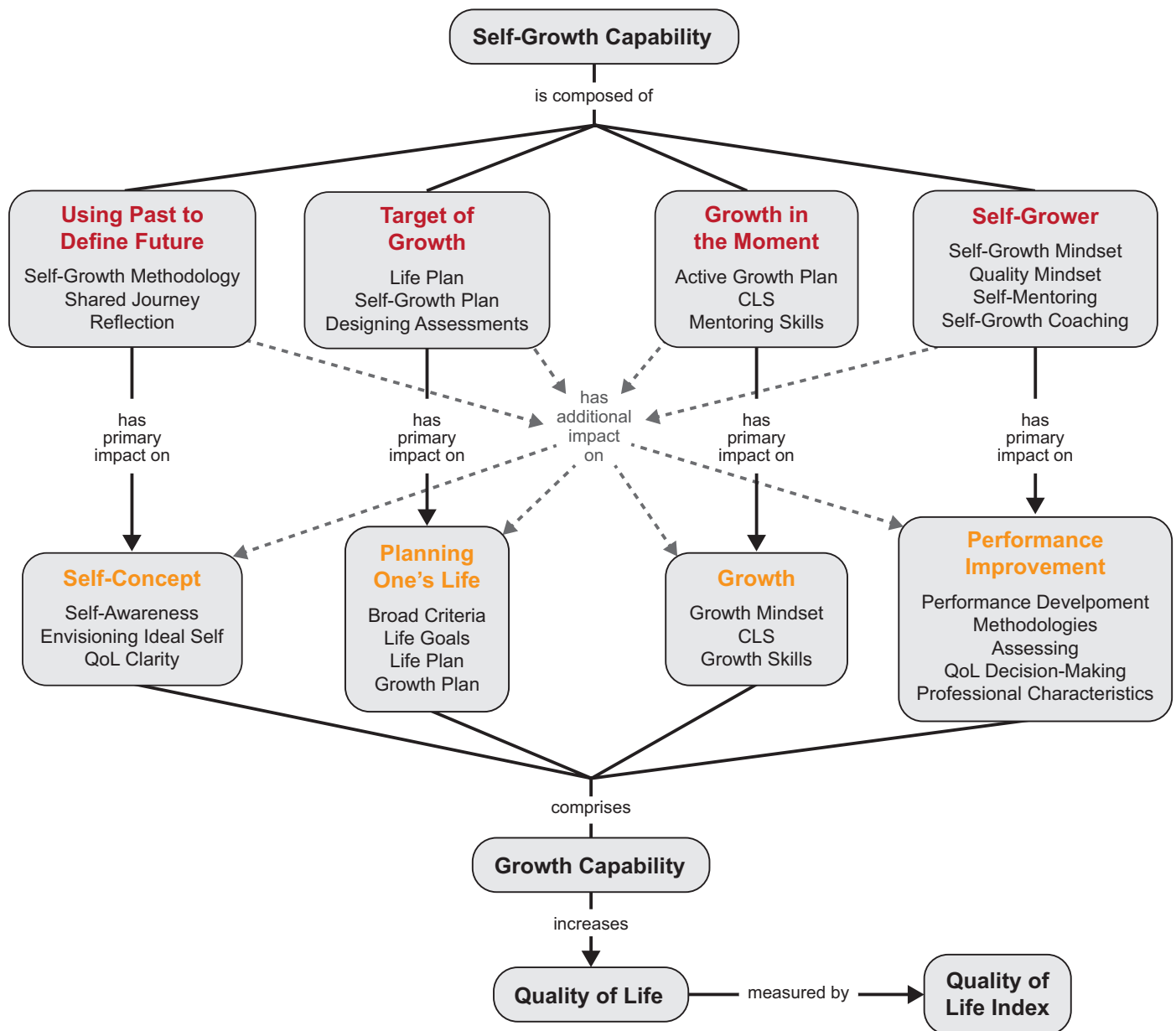
context of one's environment, and one's progress towards their ideal self.

A systematic and continuous assessment of the impact Stage 5 has on growth efforts increases self-growth consciousness. This helps determine the specific modifications to enhance growth and quality of the next performance, promote increased self-awareness, and what one needs to do to turn opportunities into a self-growth experience. Applying the SGM in annual analysis of values, goals, and expectations helps raise conscious awareness of transformational life goals, broad performance areas with respective criteria, risk/success influences, professional characteristics,

and supportive self-growth activities. Regular review of self-growth progress helps one to determine if they are in their ideal zone of development and whether current activities and QoL decisions align with their ideal self.

Shared Life Journey

In a shared journey, partners help each other to strengthen growth capability, making it a team effort. Consciousness of interpersonal collaboration along life's path requires continual assessment of the similarities and differences that characterize this special relationship. A sharing mindset requires recognition

that one's emotional reactions to responses of the other are subjective. Reaction to traits such as personality, must be recognized but not become the focus in themselves (you cannot change others), except perhaps in terms of how to sidestep impulses to decide how to act in productive ways instead of simply reactive ways (Reynolds, 1983). It takes mutual mindfulness to work on positive learning skills and plans that will increase relationship quality within shared experiences and to integrate separate experiences within independent life paths. When quality of life is highly dependent upon the quality of the relationship between two people, the self-growth journey must be shared.

Within developing self-growth capability, a shared life journey impacts how reflection is used and what the nature of the self-growth plans become. This will determine the level of support of each other's growth plan, the design of assessment opportunities, and the type of environment that exists for coaching each other. Self-awareness is impacted by how the partner asks questions for clarifying foggy areas of one's past or inner being. The vision of one's ideal self can be compared and contrasted with their partner's vision so they can jointly align their shared life plan. Using the QoL framework, two individuals can merge their broad criteria by seeking greater quality and using reflection to validate the quality being realized. The annual review of life goals, life plans, and progress made toward realizing them helps to develop growth and self-growth plans that are in sync with each other. Partners can collectively design assessments with the intention to cultivate better assessment skills in each other. A shared journey will also result in more effective and productive QoL decision-making.

Because partners share the most time with each other, they will be able to quickly identify growth opportunities and make timely recommendations as well as interventions that increase the likelihood of transforming growable moments into self-growth experiences. One's partner is the best person to support the journey toward one's ideal self because they see the target clearly, they are invested in the shared journey, and they will be honest in providing feedback along the journey. Investment in a shared life journey makes each person accountable both to themselves and the other to maximize time in their ideal zone of development and identify when life activities are not supportive of self-growth.

Reflection

Reflection is the systematic and deliberate practice of analyzing one's experiences to engage in raising consciousness, learning, and growth. Many models of reflection have been described elsewhere, some of them millennia old. These include the evening meditations undertaken by Stoics such as Seneca (1969), Schön's "reflection-on-action" (1983), Kolbs' experiential cycle of learning (2005), and Gibbs' detailed structured debriefing (1988). The value of reflection increases as inferences relevant to growth are enhanced by asking oneself specific, logical questions about comparisons and contrasts of present with past concerns about self-concept, identity, and life goals (GlobalGurus, 2020). Reflection can be used with a self-growth coach to elevate level of awareness from content knowledge or knowledge why, to process knowledge or knowledge how (Jarvis, 1999). The elevation and creation of a raised level of consciousness is achieved when a self-growth coach empowers their client to increase the client's level of awareness of their own internal processes of learning how to learn, doing in action, thinking in action, reflecting in action, and reflecting on action after an action.

Realization of growth can only occur through intentional reflection on experience. This reflection produces enhanced self-awareness, increased confidence, better QoL decision-making, and improved performance in everything from learning to interpersonal interactions to professional work.

Becoming aware of the most relevant elements from past experiences will make it possible to recognize significant new opportunities for growth and self-growth. Reflection can be facilitated by a mentor, but when undertaken independently, it becomes a self-growth tool. The critical, deliberate, and habitual practice of reflecting yields greater self-awareness, understanding of growth development, growable moments, and helps individuals hone the effectiveness of their perception of experiences, their reactions to them, and understand how to elevate these experiences into self-growth experiences. This can be generalized by asking these questions after an experience:

1. What happened?

2. What were my reactions and feelings?

3. What was good or bad about the experience?

4. What sense can I make of the situation?

5. If I put myself into others' shoes, how would they have seen it?

6. What was really going on?

7. What conclusions can I draw about my feelings, attitudes, values, and performance?

8. How does the situation relate to my ideal self and my life journey?

9. How will I monitor myself more effectively in the future?

A reflective individual, with a deep and explicit understanding of the broad criteria, envisions their ideal self and plans their self-growth journey using the insights about self-concept, knowledge, growth, and life satisfaction arising from this disciplined reflection. Increased consciousness of one's strengths, weaknesses, fears, aspirations, and potentialities helps one stay in their ideal zone of development so that each life activity is authentic and appreciated, producing purpose and equanimity.

Life Plan

A life plan includes a vision for realizing unlimited potential toward being the best version of oneself in one's pursuit of their image of an ideal self. It also includes an honest and comprehensive assessment of personal strengths, weakness, opportunities, and threats that can be harnessed/addressed in one's life journey toward this ideal self (Garcia, 2016). These coalesce in broad criteria that can be referenced for short-term and long-term decision-making. The utility of the life plan is strengthened to the extent that it includes measurable goals and milestones that are actionable within a realistic timeline, but which are also realistic about costs and investments needed. Finally, the life plan is sensitive to the social environments in which the individual resides, supporting desirable life qualities that inspire others to become better versions of themselves. This builds strong consciousness of one's real self within the journey of self-growth.

Reviewing insights gained from careful reflection about many significant episodes in one's life and from autobiographical writing about these experiences will prepare one for devising broadly constructed plans for multi-year increments of future growth and self-growth. Conscious articulation of a proposed pattern of future actions and associated milestones will enhance accountability to self by creating a motive to establish an assessment system that supports key growth and self-growth elements of one's life plan.

Since growth experiences are possible in many divergent and mutually exclusive directions, key decisions need to be made about investing one's time and talent on a daily and annual basis. A compelling and concise life plan can help inform and focus these life-decisions. Foresight and consciousness development associated with one's life plan helps slow down the action of the moment so that self-growth opportunities can be seen within growable moments.

The life plan is the bridge between the individual's current experience/knowledge/skills (real self) and the person they want to become (ideal self). When a life plan is a well-established feature in long-term memory, it helps one expeditiously respond to present circumstances, to optimally invest one's time, to appropriately apply one's talents, and to focus on essential areas for improvement. Creating a life plan can be energizing in itself. Continuously reflecting on and refining one's life plan throughout the walk of daily life is what unlocks its true potential. Consciousness of broad criteria and milestones will determine of how effective each day was in the journey towards one's ideal self. Sustaining and adapting a thoughtfully constructed and frequently assessed life plan is a commitment that unlocks the power of many other components of growth and self-growth.

Self-Growth Plan

A self-growth plan entails an annual process for systematically designing and developing self-growth capability. The process includes consciously making critical decisions on how much total time to invest in defining the purpose of self-growth, deciding which components of self-growth to develop, and whether to use outside help. This plan describes how and where self-growth capability will impact growth capability, and thus indirectly improve QoL. The self-growth plan is a tool for developing annual growth in Stage 6 of the Self-Growth Methodology (Jain et al., 2020).

Growth is an essential prerequisite to the development of self-growth capability. However, planning for growth is different from planning for self-growth (Hurd, 2007). Differences in consciousness between growth and self-growth (Leise, 2020) include breadth and depth of attention to micro aspects (e.g., specific performances) versus attention to the macro aspects (e.g., self-determination of decisions) in one's journey toward the ideal self. Planning how to activate, apply, and enhance self-growth capability requires being a deliberate and effective knower, learner, and grower who realizes how to direct self-growth capability in alignment with one's values and aspirations.

The self-growth plan elevates consciousness and self-growth mindset. Consciousness at the self-growth level lets the self-grower target their own growth capability development, thus strengthening their self-growth mindset to keep self-growth in mind when approaching every performance and life experience. With elevated consciousness, the self-grower increases awareness of how to create self-growth opportunities from growth opportunities. The self-growth plan

lists the growth goals from the growth plan and strategies for increasing the effectiveness of the growth plan, selects mentoring skills to develop growth skills that then develop learning skills, selects self-growth components to be developed, pre-thinks growth opportunities that can be transformed into self-growth experiences, outlines the contents and timing of an assessment system to enhance growth acceleration, and identifies the self-growth coach who will assist the self-grower.

By predicting the growable experiences that are most likely to occur, the self-growth plan raises awareness of the self-mentoring and self-monitoring required to elevate those moments to self-growth experiences. Assessment helps identify challenges in these skills that are diminishing consciousness. A self-growth coach can play a vital role here, modeling processes the self-grower can use for their next stage of growth.

The self-growth plan is the operational plan to empower the self-grower to achieve their next expanded, real self (Figure 2). The self-growth plan and its system of assessment strengthen awareness of the aspects of the ideal zone of development so that the self-grower can continuously design the zone, have the consciousness of micro-thinking to get into that zone in every life activity in real time, and plan life activities to happen there. It also creates a framework to monitor how well the self-grower stays in that zone, and with assessment, helps them use the plan to move back into the zone if they leave.

Designing Assessments and Assessment Systems

Assessment drives growth in the moment. These moments involve a range of stakeholders who benefit differently from the enhanced growth attained by consciously engaging in those moments. Potential stakeholders include the performer, performance mentor, life coach, sponsoring agency, and life partners (Utschig et al., 2019). For growth and self-growth capabilities to develop, the assessment system should be designed to meet the needs of the growth challenge, generate stakeholder commitment, and include periodic assessment of the assessments themselves to increase overall effectiveness. Critically, assessment helps shift growable moments into self-growth experiences with lasting influence on consciousness about ownership and effectiveness of decisions toward increasing QoL.

A mindset focused on quality is indicative of intrinsic desire for continuous quality improvement. Strategic thinking about measurement, including what, why, how, when, where, and by whom, is essential for productive assessment. As a result, self-growth consciousness is predictive (before), dynamic (during), and reflective (after) for each life moment. Focus on quality arises from assessment planning and design, is activated through observation, is increased by analysis of these observations, and is sustained by articulating what elements of performance or life experience produce value or need to change.

Design of assessment methods and systems, in any context, integrates purpose, objectives, criteria, and timing to match the situation and produce benefits such as increased quality of processes and outcomes. Assessment of growth, such as in a performance, is a more familiar assessment context than self-growth, but the principles are similar. Many learning skills from the 2019 CLS foster growth capabilities, especially the 40 skills identified as directly relevant to growth. Assessment of the 37 learning skills designated as mentoring skills (Appendix A) is a more complex challenge requiring an additional layer of consciousness to apply more subjective criteria related to personal values.

An assessment system for self-growth capability should systematically capture stakeholder interests, implementation alternatives, and projections of how to use results. It does this by focusing on needs of the assessee, identification of relevant measurement tools, the mode for reporting outcomes, who will assess, and how the assessor(s) will carry out the assessment (Apple & Baehr, 2007). Distinctive methodologies have been designed for growth (Utschig et al., 2019) and self-growth (Jain et al., 2020), the use of which can be assessed for each purpose and for impact on QoL decisions. In order to enhance growth or self-growth capabilities, an assessment design must meet the needs of the immediate growth challenge but also be flexible enough for repeated application across different contexts for longitudinal evidence, and itself be assessed for quality (Apple et al., 2016). Closely attending to the quality of significant experiences will help to improve upon how one envisions their ideal self. Creating a self-growth assessment system that specifies how one can stay within an optimal zone of development will help one become more independent and confident about their life journey.

Active Growth Plan

Because an active growth process is necessary before self-growth occurs, growth development in the moment requires planned, growable experiences that can be turned into self-growth experiences. A growth plan represents conscious identification of growth opportunities and strategies for applying growth

capability components to improve aspects of one's QoL. One's growth plan must be activated to unlock these growth opportunities as they occur in daily life and its purposeful activation arises through application of self-growth capability guided by a self-growth plan.

Recognizing growth indicators within situations aids in visualization of growth experiences that have potential to increase capabilities. A sense of readiness to take action is as important as the specifications of the planned actions for growth to occur. A preliminary assessment, analysis, and reflection of past performances along with the Methodology for Performance Development provides the steps to strengthen self-determined actions that improve performance (Van Slyke & Utschig, 2020). An active growth plan requires a working mental model that is retrievable and applicable in a just-in-time fashion as opportunities occur in order to dispel the impediments and limiting mindsets that mask real-time growth opportunities.

A growth plan is a road map that helps pinpoint next step(s) on the path to one's ideal self. Without an active growth plan, one cannot deliberately increase growth capability because opportunities can quickly disappear as soon as they materialize due to lack of forethought. For growth to occur, one needs to target specific performance areas, professional characteristics, learning skills, and growth skills one wants to improve so appropriate time and energy can be directed to this challenge. An active growth plan integrates a growth plan's intentions into one's life activities. An active growth plan recognizes that this movement requires planning, assessment, and feedback. It also intentionally details how one is going to create timely development activities and establish themselves in their ideal development zone.

Classification of Learning Skills

The Classification of Learning Skills (CLS) (Leise et al., 2019) is a rich resource of 509 learning skills from the Cognitive, Social, Affective, and Assessment/Evaluation of Quality domains. The purpose of the CLS is to guide the development of capabilities that can be strengthened without limit. The stronger the mastery of learning skills, the stronger a grower becomes. The more open one's mindset for exploring the universe of learning skills, the greater one's potential to self-determine which learning skills can provide the richest path for creating more value, meaning, compassion, and transcendence in one's life.

True growth occurs by focusing attention on situational opportunities—growth moments—judged

valuable for improving learning skills related to the four PE critical processes: knowing, learning, growing, and self-growing. Attention to opportunities afforded by significant moments for enhancing or expanding learning skills also makes it easier to consciously recognize that these moments often reoccur and can therefore become consciously developed growth experiences. Through planning, assessment, reflection, and all the supporting learning skills needed for effectively utilizing growable experiences, these experiences can be consciously transformed into self-growth experiences.

As self-growers strengthen their overall use of the CLS, their growth capability is enhanced because of increased performance and enrichment of experiences in every area of life. For example, developing an assessment mindset requires learning skills such as being positive, being non-judgmental, developing action plans, and accepting feedback (Leise, 2020). Fuller development of strengths across the CLS will support increasingly creative responses to growth and self-growth opportunities, i.e., moving beyond just responding to available conditions. This awareness allows the preplanning of appropriate action plans to address impediments to development of growth capability.

Ongoing investment in the CLS will guide conscious decisions about which risks are worth taking for expansion of growth capability. For self-growers, the CLS provides many patterns of potential response to growth opportunities that emerge in experience—even when they are unexpected. The breadth of application of the CLS arguably makes it the foundation of PE theory and practice, with self-growth capability as the defining aspiration (Apple et al., 2016).

Mentoring Skills

Within the CLS (Leise et al., 2019), there is a subset of skills that are considered integral components to mentoring. The 37 mentoring skills identified in the Appendix have broad impact on many of the components of growth capability as well as a direct impact on growth skills and other learning skills. Many of these growth skills are in the affective and (meta)cognitive domains. Consciousness of self-growth develops as consciousness of growth process expands through increased understanding of how mentoring skills are used to develop growth skills and how growth skills are used to develop learning skills. Self-growers consciously use these mentoring skills to develop growth capabilities that are used to develop learning to learn abilities, ultimately strengthening knowledge construction and

reflective practice. Each of these mentoring skills have broad impact on many of the components of growth capability and not just the growth skills themselves. As the individual develops these mentoring skills, the more effective they will become in strengthening growth skills, other learning skills, professional characteristics, use of methodologies, performance development, etc.

Mentoring skills can also be termed *self-growth skills*. The duality in the name of this set of skills is represented from the context in which the skills are applied. When an individual utilizes these skills to facilitate others' growth through a growable moment, experience, or performance, they are utilizing them as mentoring skills. When an individual develops and internalizes these skills for their own use, they can facilitate their own growth experiences, i.e., self-growth experiences, in which case they are rightly referred to as *self-growth skills*.

Mentoring skills are integrated throughout the SGM as illustrated in the Appendix. A self-growth coach uses their mentoring skills to help someone through the self-growth process to develop their self-growth skills. As these self-growth skills become stronger, so does one's ability to facilitate their own journey towards their ideal self. Many of the self-growth skills will enable an individual to determine when they are not in their ideal development zone. This self-knowledge will assist in shifting focus back into their ideal zone of development to ensure alignment of life decisions with one's ideal self.

Self-Growth Mindset

The self-growth mindset builds upon the foundation of a strong growth mindset (Leise, 2020). Beyond believing the individual can grow important performance areas of their life and positively increase QoL (Apple, 2020), self-growth mindset is the belief that there are no limitations in one's ability to grow, even in those areas currently not considered personal strengths (Ellis, 2020). Mindsets are relatively fixed patterns that develop from unconscious adaptations (Wilson, 2002) and often define the way of being of individuals. Mindsets often have developmental roots related to ways of meeting needs and therefore have great influence in the formation of personal characteristics such as personality traits (Dweck, 2017; McCrae & Mõttus, 2019). The basic challenge of becoming a self-grower is to use all means possible, including collaboration with a life partner, performance mentors, and self-growth coaches, to break out of constrictive mindsets to gain the control necessary to live constructively (Reynolds, 1983).

Mindsets help an individual to pursue a conscious life journey that is positive, growth-oriented, personally meaningful, courageous, and beneficial to people and the world beyond the individual. Consciousness grows more through self-monitoring of contrasting one's self-concept (mindsets) with one's intentions and the resulting actions in relationships and efforts.

While the individual continues to increase growth capability through their own efforts, i.e., being a self-grower (Jain et al., 2020), the more the self-growth mindset evolves, and the greater desire to increase self-growth capability. This quickly becomes the focus of seeking out areas of "can't do" and turn them into "can do" areas. As this mindset strengthens, growth capability and QoL will improve. Almost all the 15 components of growth capability will be positively impacted as self-growth mindset is strengthen and applied to increasing growth mindset, consciousness, and capability. As belief in self-growth increases, the desire to increase growth capability magnifies vesting in one's self-growth plans to impact growth plans. Reviewing each component of growth capability and identifying the limiting barriers will significantly increase that component's contribution to growth capability (Apple et al., 2018).

The self-growth plan will use the growth plan to effectively increase a desired growth capability component with a self-growth component, along with the self-growth mindset, to address the barrier during the application of that growth component in the moment to improve performance and QoL. This makes it easier to turn a growable experience into a self-growth experience by assessing a single criterion when focusing on growth capability improvement and the mitigation of the barrier.

As the self-growth mindset strengthens, so does the power of raising expectations, and with raised expectations, the vision of one's ideal self expands and becomes more prominent in one's self-growth consciousness. This expanded and enhanced clarity of self-concept, ideal self, and self-growth consciousness strengthens the design of their ideal zone of development and all the characteristics that support a powerful self-growth journey (Hurd, 2020).

Quality Mindset

Striving for excellence is clearly the main driver for the pursuit of continuous improvement in QoL (Apple, 2020). This pursuit is powered by the fundamental belief that there is no limit for improvements and no boundary for growth. It is obvious that striving for

achievement and growth is the essence of any quality-driven growth mindset (Leise, 2020). In fact, striving for perfection in QoL (ideal self) necessitates the growth of the characteristics needed to improve any desired performance areas. A mindset that consistently directs continuous improvement efforts to increase QoL and a consciousness of self-growth to strive for perfection are essential motivators for achieving a sustainable and resilient self-growth journey.

Broad criteria orient growth and self-growth experiences by specifying the characteristics most important for QoL and for the journey toward the ideal self. Mental comparison and contrast of the key elements of each growth opportunity, using at least two broad criteria to represent realistic complexity, will increase the likelihood that a decision can be made in the moment about whether to pursue self-growth through engagement with the present opportunity. The value of criteria for increasing quality in any context is enhanced by being able to consciously select and hold those most relevant in mind along with the general characteristics and specific attributes of a growth or self-growth opportunity. Quality considerations must be integrated into an assessment mindset to intentionally increase the value attained in every part of one's life plan.

The 15 components of growth capability will be continuously improved along with the continuous growth of the self-growth mindset itself. To overcome the limiting barriers and continuously increase the contribution to any growth capability (Apple et al., 2018), significant motivation and drive has been established with the quality mindset.

Striving for truth, beauty, and goodness is a driver for continuously raising expectations. With the desire and motivation for unlimited pursuit of perfection in QoL and self-growth, the perception of one's expectations, capabilities, and ideal self are naturally elevated with no limits. The pursuit of quality and perfection in self-growth will add more clarity, quality, and perfection to the self-growth journey. This upward spiral to self-perfection creates an inspiring and rewarding self-growth journey (Hurd, 2020). Seeking and applying criteria for an ideal zone of development can be used to assess each current experience to determine how centered the self-growth journey in one's ideal zone of development.

Self-Mentoring

During performance development, a self-mentor conducts performance mentoring for themselves to improve performance and increase growth capability.

Thus, self-mentoring is a process used by someone to develop their own performance. As their own self-growth coach, a self-mentor designs, plans, implements, and improves their self-growth journey's progress toward their ideal self by applying mentoring skills, self-growth coaching skills, and their self-growth consciousness. A self-mentor needs to increase their self-growth consciousness to better develop internal and external self-awareness capabilities (Eurich et al,. 2018). The self-mentor must validate the accuracy of their self-awareness, see opportunities for expanding growth and self-growth, increase self-growth consciousness, strengthen self-development process, and use assessment for self-development (Desjarlais & Smith, 2011). The self-mentor must develop capability to seek perspectives from others and develop capabilities to reflect ever more effectively.

This increases the overall self-awareness about one's own experiences during these performances—its accuracy, need for additional capability development, need for external validation, and its assessment relative to one's ideal self.

The increased capability for self-growth consciousness that comes through self-mentoring supports increased growth capability by supporting performance development with higher-quality self-awareness. This leads to development of a higher-quality ideal self as well as use of self-awareness to improve one's capability to take steps on the journey. Particularly important is the improved capability to select and develop from growth experiences leading to the greatest reduction of distance between the current real and the future ideal selves.

Recognizing the attributes that align with the ideal self and an accurate self-appraisal of the state of ideal and non-ideal attributes allows the self-mentor to choose growth experiences to promote ideal attributes as well as shed attributes that are less than ideal. Self-Growth mentoring may be strengthened further through self-growth performance mentoring by another experienced self-growth coach.

Self-Growth Coaching

The authors define *self-growth coaching* as facilitating the process of developing growth capability in others. A self-growth coach helps their client elevate their level of awareness from content knowledge or knowledge why, to process knowledge or knowledge how (Jarvis, 1999). The elevation and creation of a raised level of consciousness is achieved when a self-growth coach effectively empowers their client to increase the client's

own level of awareness of their own internal processes of learning how to learn, performing in action, thinking in action, and reflecting while in action and on action, after an action. A self-growth coach's goal is to empower the client to think about what they are going to perform, thinking/assessing while they are performing in action to allow for self-adjustment, and then, the client reflecting back on their own action to assess areas for improvement and progress toward their own goals. Reflection has been found to be more effective initially when led by a coach or other reflective practitioner like a mentor (Norman, 2020). Therefore, it is important that coach's consciousness about self-growth is elevated to the level where they can grow the consciousness of their clients.

A self-growth coach empowers a client to reflect in action and reflect on action and facilitates the client's assuming responsibility and accountability for coaching their own thinking and actions, QoL decisions, and assessment of progress. This empowerment allows the client to better design action plans, increases their likelihood of sustainable growth, and provides a pathway to self-growth. The coach encourages the client to take ownership of their vision of who they want to become, i.e., their ideal self and help to strengthen their journey of becoming that person by helping them to strengthen their growth capability. Self-Growth coaches strengthen a person's life and growth plans, their growth and assessment skills, and use of methodologies, especially the Self-Growth Methodology and Methodology for Performance Development (Jain et al., 2020; Van Slyke & Utschig, 2020).

The coach helps the client challenge their own level of consciousness while improving their self-growth capability by transforming growable experiences into self-growth experiences. With the coach's vast experiences of various clients' life journeys, they can help each new client elevate their own sense of their ideal zone of development. The coach motivates the client to design their ideal self, use their life plan, growth plan, and self-growth plan to guide their self-growth journey so the client assumes QoL decisions, assessment of progress, and design of action plans to realize their ideal self. Through these efforts, a self-grower is in the best position to sense when these actions are not aligned to their journey and take corrective action when productivity is dropping.

Insights about the Emergence and Development of Self-Growth Components

The development of recent self-growth communities within the Academy of Process Educators came from the extensive work behind growth-producing experiences of the Learning to Learn Camps and was a natural extension as these camps have become more focused on self-growth. The 2019 and 2020 Self-Growth Institutes along with the 2018–19 and 2019–20 self-growth communities have concentrated on the development of the 13 components of self-growth capability described in this paper. What follows is a list of the self-growth capability components with a timestamp when it was first introduced, a brief description of its initial application, a snapshot of its current practice, and inquiry questions that are being explored to enrich understanding of that component.

Self-Growth Methodology

Initial Application (October 2018): The Self-Growth Community struggled to use learning and assessment methodologies as the focal point for the members' self-growth journeys. The Self-Growth Methodology was introduced to fill this gap and add greater meaning to one's self-growth journey.

Current Practice: The discussion and framing of the Self-Growth Methodology is in place. This is widely used in planning, coaching, and in assessing self-growth. In turn, this has assisted Self-Growth Community members refine the methodology and gain insights in its effective use.

Inquiry Questions: What are the best practices in building proficiency in each of the stages of the Self-Growth Methodology? How might this change for different audiences?

Shared Life Journey

Initial Application (January 2019): As key members of the community used the Self-Growth Methodology, they realized the importance of this component when two members lost their spouses, while others realized that their spouse was critical in the way they responded to many steps in the Self-Growth Methodology.

Current Practice: During biweekly meetings 2019/2020 self-growth communities, members reported using particular steps in the Self-Growth Methodology with their significant others. These included QoL clarification, life goals and plan, growth plan, and assessment process.

Inquiry Questions: When there is not a significant other in one's life, what does *shared journey* imply? What is the meaning of *shared journey* for someone who is deeply engaged in spiritual life?

Reflection

Initial Application (1990): The Process Education community had its origins in the Problem Solving Across Curriculum conference that was held in upstate New York. Reflection was used extensively, especially during the evening sessions, to process that day's activities. Incorporation of timely reflection in the learning process became one of the core themes of future conferences.

Current Practice: This is a well-researched PE practice that is now recognized as complementary to self-assessment. New insights are being made regarding how to use reflection, as distinct from assessment, to support other components of self-growth, especially in the elevation of self-growth consciousness.

Inquiry Questions: When is the most opportune time to engage in reflection during the self-growth process? What are best practices for capturing and applying discoveries derived from reflection to increase self-growth consciousness?

Life Plan

Initial Application (2002): Learning to Learn Camps integrated the *Life Vision Portfolio* (Mettauer, 2002) that assisted students in thinking through life vision, life goals, educational aspirations, and strategies to direct their life journey. These were integrated in *Foundations of Learning* (Redfield & Lawrence, 2009), the textbook for many Learning to Camps.

Current Practice: This is structured at a higher level of consciousness than the more one-dimensional life plan which is a growth capability component. Past, present, and future are consciously connected by this self-growth capability. Life's moments are forecast and scaffolded with scripting to maintain focus on key elements of the life plan as part of the journey between current real self and the ideal self.

Inquiry Questions: When and how should one upgrade their life plan as their philosophy of life evolves?

Self-Growth Plan

Initial Application (August, 2019): In preparation for the 2019/2020 Self-Growth Community, and at the request of participants from the 2018/2019 Self-Growth Community as well as the 2019 Self-Growth Institute this new tool was drafted.

Current Practice: This component has undergone a radical change in the last two years, and will probably change even more dramatically over the next two years, as it links one's growth plan (growth component) with the active growth plan (self-growth component). Its purpose is to provide strategic guidance on how to integrate growth and self-growth efforts.

Inquiry Questions: What is the nature of the relationship between the design of the growth plan, self-growth plan, and active growth plan in pre-thinking the use of self-growth capabilities? How is this similar and different when working with a self-growth coach?

Designing Assessments

Initial Application (2000): This was the timeframe where accreditation organizations such as ABET were changing criteria and standards to feature regular assessment of student outcomes that were in turn used to inform program changes in a continuous improvement cycle. The Assessment Institute (Pacific Crest, 2001) and Program Assessment Institute (Pacific Crest, 2002) were created in this era to help individuals and teams design better assessment tools and assessment systems;

Current Practice: While assessment is a well-established and valued PE practice, designing assessment systems is one of the more underdeveloped self-growth components. Advancing this component is essential for growth capability development because QoL improvement is dependent on the availability of pre-designed, high quality assessment tools that are needed for just-in-time use during the growth moment.

Inquiry Questions: What are the specifications for assessment tools and monitoring systems that will help large populations of users track progress on their growth and self-growth activities?

Active Growth Plan

Initial Application (January 2020): The Self-Growth Community realized that when coaching became part of the Self-Growth Community, that the growth plans, while developed, were not being actively used by the participants. The difference between the thinking before doing (growth plan) and doing what you thought you wanted to do (active growth plan) is based upon being conscious of self-growth opportunities so that life's immediacy doesn't eclipse growth and self-growth development. Efforts ensued to formulate action plans that could be deployed to invoke elements in one's self-growth plan in response to anticipated situations associated with upcoming experiences.

Current Practice: While still nascent, practitioners have begun experimenting with self-growth analogs to the facilitation plan used in the learning process.

Inquiry Questions: How does an active growth plan recognize impediments to growth in the moment? What are guidelines for crafting transformative action plans that can be applied in the moment, both naturalistically and fruitfully?

Classification of Learning Skills

Initial Application (1992): A team of 20 early adopters incorporated "skills for life" into *Learning Through Problem Solving* (Apple et al., 1992). This became the foundation for creating two subsequent generations of Classification of Learning Skills with a wider and more diverse set of contributors (Apple et al., 2007; Leise et al., 2019).

Current Practice: The CLS is a go-to reference in program, course and activity design as well as facilitation and performance planning. Many members of the current Self-Growth Community are frequent users of a variety of performance measures for specific learning skills. Thirty learning skills are highlighted in the Profile of Collegiate Learner (as part of 50 professional characteristics) that was central to *The Professional's Guide to Self-Growth* (Apple et al., 2018).

Inquiry Questions: Is there a minimal level of proficiency with certain learning skills that is needed to begin self-growth? What is the developmental pathway for accessing higher order learning skills that are required for a specific performance? What is the most effective way to promote consciousness of learning skills in growth and self-growth activities?

Mentoring Skills

Initial Application (January 2019): Feedback from IJPE reviewers on the latest edition of the CLS along with the Self-Growth Community's need for a mentoring skills booklet triggered inquiry into which of the 509 learning skills were growth related. Once these 77 learning skills were separated out, there was additional desire to isolate those that were primarily invoked in the Self-Growth Methodology (mentoring skills) versus the Methodology for Performance Development (growth skills).

Current Practice: Almost all of the 37 mentoring skills were not part of the 2007 CLS. As a result, their use and impact on developing growth capability has left many frustrated in their (in)ability to effectively use them, but excited about the potential they offer.

Inquiry Questions: What are the drivers for increasing performance in the mentoring skills? What learning skills are foundational for each mentoring skill? Which mentoring skills are best used for developing specific growth and learning skills?

Self-Mentoring

Initial Application (1995): When the profile of a self-grower was evolving, the idea that an individual could be their own mentor arose because of key characteristics of a self-grower—that they self-assess and self-mentor their own growth.

Current Practice: This has and probably will always be the most challenging component to develop because of the complexity of consciousness needed to keep the camera on self-growth capability while engaged in performance. Effective self-mentors are able to slow down life so that they can self-monitor important aspects of life in the moment (details of the ongoing performance, impediments to the self-growth experience, and data for future self-assessment as well as reflection).

Inquiry Questions: What are the greatest challenges associated with growing self-mentoring capability? What are best practices to address these challenges?

Self-Growth Mindset

Initial Application (August 2019): This was one of the major discoveries from the first Self-Growth Institute (Pacific Crest, 2019).

Current Practice: This is the breakthrough that has caused the separation of growth from self-growth. Most individuals have experienced growth in life, some with insight of how to get more growth, but few have discovered how to grow self-limiting areas. These are the areas which others don't believe an individual can strengthen, often because that individual has convinced everyone, including themselves, that they are forever limited in that area. Only with a self-growth mindset, will this person ever have the possibility to grow in these self-limited areas.

Inquiry Questions: How does evolution of this mindset parallel the development of self-growth consciousness?

Quality Mindset

Initial Application (June 2016): This mindset was brought to light in a well-attended and spirited discussion about the transcendental values of truth, beauty, and goodness surrounding a presentation by El-Sayed at the 2016 Annual Process Education conference (El-Sayed, 2016). Especially in the realm

of human development, essential qualities are challenging to identify, develop, and measure. This inspired Process Educators to begin inventorying learning skills related to the identification of key characteristics, selection of measures, and the continuous improvement of quality in the eyes of multiple stakeholders. Many new learning skills emerged.

Current Practice: A new domain, Evaluation and Assessment of Quality, was introduced in the latest CLS. This resource has impacted ongoing PE practice and scholarship in professional profile development, performance descriptions, performance criteria, and performance measurement. Holistic appreciation of this domain has inspired members of the Self-Growth Community to propose a QoL framework which holds promise as an essential resource for quantifying the impact of personal/professional growth.

Inquiry Questions: How can a QoL framework be used meaningfully by a broad population of individuals with different backgrounds, current roles, and future aspirations? How does one deploy a QoL framework in creating a personalized QoL index?

Self-Growth Coaching

Initial Application: (July 2020): The experience in the second Self-Growth Institute of having mentors in the process play the role of performance mentoring and life coaching triggered the realization that it wasn't life coaching but self-growth coaching that was needed (Pacific Crest, 2020).

Current Practice: The 2020–21 implementation of the Self-Growth Community involves pairs of growers and mentors/self-growers who collaborate regularly outside of community meeting times to strategize and to debrief the elevation of growth experiences into self-growth experiences. These are centered around specific life goals and performance areas desired by the grower.

Inquiry Questions: How does self-growth coaching impact each of self-growth capability components?

Insights on Transforming a Growth Moment into a Self-Growth Experience

The foundation for operationalizing the transformation of a growable experience into a self-growth experience is dependent upon the grower wanting to elevate their growth mindset into a self-growth mindset—that they are committed to becoming a self-grower. This requires pre-thinking the process of creating self-growth experiences from the forecast growable moments. This is accomplished with more forethought about the context of potential growth moments, the current limiting conditions in one's growth capability, and reviewing one's active growth plan to target changes in growth capability. In the moment, the grower needs to want and value the growth moment as a worthwhile self-growth investment in the movement towards ideal self. The issue about this challenge is that current performance and its outcomes are so often more valuable to the performer than the long-term value of increased growth capability. Reflection on efforts to increase growth capability relieves this tension and should include clarification about what worked and why, what was difficult and why, and how to slow down these growth moments so they can be expanded into self-growth experiences.

Insights on How Self-Growth Capability Optimizes A Life Journey

Self-Growth capability identifies what is currently slowing the journey towards ideal self by identifying where self-concept needs to be strengthened, what the risk factors and impediments to self-growth are, where the opportunities for growth and self-growth development are over the next year and how the relationship between self-growth capability and growth capability can be more effectively synergized. Self-Growth capability builds a cyclic behavior of growth capability development where more of this growth capability development shifts to the subconscious through internalization in long-term memory. This frees up one's self-growth consciousness to focus more on opportunities in the current moment for making positive changes in the growth capabilities. The stronger one's self-growth capability becomes, the more effective the increase in one's growth capability. This increases both consciousness and subconsciousness around self-growth, better uniting all the components of self-growth capability.

Conclusion

This article has defined self-growth capability, the consciousness required for self-growth, how its components contribute to growth, and the role it plays in intensifying the self-growth journey. Once an individual has consciousness of the 13 components of self-growth capability, they can begin to evaluate more effectively who they are and who they want to become. From this increased consciousness they should be able to determine their current level of self-growth capability, where they want to develop expanded growth and self-growth capability, and how they can begin to incorporate these components into their self-growth journey. A key to this transformation is awareness of the difference between one's real self and one's ideal self along with best practices for infusing the components of self-growth capability in one's life journey.

Five lessons about self-growth and self-growth capability have emerged in the crafting of the manuscript behind this article. Each of these lessons follow with a descriptive label and a brief explanation.

Humility: Until we admit that almost all efforts across disciplines has been on growth development and not self-growth development, there will be little advancement in the components of self-growth capability.

Interdependence Between Growth and Self-Growth: There is more overlap between growth and self-growth capabilities than there is independence and mutual exclusiveness. Growth capability is foundational to developing self-growth capability, and self-growth consciousness is an essential ingredient for mobilizing each of the 13 components of self-growth capability.

Synergy of Components: Each of the 13 components of self-growth capability has great promise to play a significant role in advancing growth capability by strengthening itself in relationship to growth and the interplay with the other self-growth components. For example, becoming a stronger reflective practitioner in life will impact life plan, shared journey, self-growth plan, etc., which will make all these self-growth components stronger and have a greater impact on the 15 components of growth capability.

Power of Self-Growth Coaching: The self-growth coach is a new and value-added role. Self-Growth coaching begins by helping individuals increase growth capability, and the dynamics of this coaching helps the client begin to build self-growth consciousness to learn how to transform their growable experiences into self-growth experiences.

New Horizon in Process Education: There are robust opportunities for advancing scholarship and practice of self-growth (in learning, in growth, and in self-growth consciousness).

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Appendix A   Mentoring Skills to Support Self-Growth Ordered According to the Stages of the Self-Growth Methodology

Mentoring skill	Description	Impact on Increasing Growth Capability
Stage 1: Defining Meaning of Your Life		
Encouraging ownership	Engaging others to accept a stake in a vision	As ownership grows, investment, commitment, desire, and quality of performance also increase.
Analyzing needs	Finding the qualities a receiver desires	As ownership grows, investment, commitment, desire, and quality of performance also increase.
Raising expectations	Influencing receiver's mindset towards wants, desires, or anticipation	Ongoing increases in the level of challenge—raising the bar—motivate one to identify areas of growth needed for additional success.
Being courageous	Taking action in spite of fear	The most significant growth moments come from the greatest challenges and the greatest failures.
Establishing standards	Specifying the level of quality for each measurement scale	Setting standards for life quality make it possible to target growth areas for inclusion in growth and self-growth plans.
Being philosophical	Gaining deeper understanding of the nature of life and its meaning	In enacting values, fulfilling needs, and pursuing goals beyond oneself make it possible to define and deepen understanding of key characteristics that make one's life meaningful.
Setting criteria	Choosing the important characteristics that represent quality	Broad criteria play one of the most important roles in one's quality of life because they are the best guide to selection of areas of growth that will be beneficial and meaningful.
Being independent	Seeking an appropriate level of autonomy in each role identity	As ownership of one's decisions and role identities strengthen, one can become a more effective mentor of one's self-growth.
Stage 2: Creating Life Vision and Plan		
Forecasting needs	Determining the new or adapted future desires	As one's accuracy in predicting needs becomes better, it becomes feasible to shift growth to areas that will match these future needs.
Writing measurable outcomes	Documenting a project or process set of expectations for quality	Intended outcomes become more likely to be achieved when written in growth and self-growth plans that also include methods and times of assessment of progress.
Transforming strategies	Developing ownership of action plans for gaining improved quality	Full ownership of action plans in combination with creative insights produces additional new areas of growth capability.
Stage 3: Determining Your Key Performance Areas		
Validating personal impact	Recognizing the effect you have	Observing and valuing one's influences on others provides insights for growth and self-growth in performance mentoring and self-growth coaching roles.
Self-Evaluating	Being honest about who you are and where you are with respect to your life vision	Insights about the quality of one's life vision are enhanced by the realization that openness about evaluation criteria and standards helps one be more objective—and increases capability to facilitate this openness in others.

Mentoring skill	Description	Impact on Increasing Growth Capability
Stage 3: Determining Your Key Performance Areas (continued)		
Describing performance	Preparing a picture of expected actions or steps in process(es)	Writing richly detailed descriptions of elements, steps, and processes essential to a performance area will enhance capability to create better learning, growth, and performance plans.
Writing performance criteria	Documenting descriptive expectations of desired quality	Growth will be enhanced by assessment that is guided by explicit, meaningful statements that define quality.
Selecting measures	Establishing a minimal working set of scales for a purpose (what matters)	Well-chosen measures, when triangulated with growth and self-growth criteria that are meaningfully related to a desired capability, will also clarify how quality of life has increased.
Ensuring reliability	Consistency in measuring level of quality by different measurers	Having empirical evidence that validates a level of quality in the data promotes more confidence in its use for growth and self-growth plans.
Designing an assessment	Collaborating with assessee to structure the specific process	A well-designed system or structure that defines what, how, and when to assess will be efficient, objective and motivating in the use of feedback for growth and self-growth.
Stage 4: Conducting Risk Analysis		
Being self-honest	Recognizing when one's own filters and assumptions reflect known/new biases	Detecting and minimizing personal and critical biases help one to become a stronger self-assessor of these constant challenges to objectivity.
Being fair	Being objective and not letting biases, values and petitions influence judgement	Injustices, which are impediments to growth and self-growth, must be identified and challenged as undesirable inconsistencies to be mitigated from evaluations by others as well as oneself.
Pre-assessing	Analyzing preparation of a performance to improve readiness	Knowing where someone is on their growth or self-growth path is essential for planning realistic steps by which they can make progress toward their desired capabilities in the present and for the future.
Getting unstuck	Recognizing the lack of movement towards life's goals and updates strategies	Motivation of new strategies to transform a situation arises from realizing that growth is not happening as a result of what one is doing.
Determining future match	Identifying actual characteristics that cover future needs	On the life journey to the ideal self, new needs must be identified and addressed to keep one's present self in the ideal zone of development.
Stage 5: Conducting Weekly Self-Growth Analysis		
Being non-judgmental	Withholding or avoiding using one's personal standards or opinions	Because evaluation is among the greatest impediments to growth, it is essential to mitigate its effects by stopping judgment of self and others while using assessment to enhance growth.
Highlighting sub-standard performance	Providing evidence justifying judgment with consequences	The greatest opportunities for growth and self-growth exist when performance is extremely low.
Developing action plans	Creating short and long-term strategies for improvement	Strong action plans accurately and meaningfully define how growth and self-growth can be pursued.

Mentoring skill	Description	Impact on Increasing Growth Capability
Stage 5: Conducting Weekly Self-Growth Analysis (continued)		
Being metacognitive	Stepping back to better understand one's cognitive, affective, and social learning skills	Growth capability is highly correlated with improved understanding of how well one's thinking, affect, or behavior match demands and desires in any situation.
Providing growth feedback	Supplying key observations, meaningful analysis, and implications	Mentoring the self-growth of others is the best way to learn about and strengthen one's own self-growth capability.
Giving consulting feedback	Causing action in assessee through timely, valuable, expert analysis	Skillful interventions by mentors or self-growth coaches can strengthen the self-mentoring capabilities of others through timely and constructive use of expertise.
Self-Mentoring	Engaging in intentional self-assessment leading to analysis of self for improvement	Self-Growth can best occur from using assessment and reflection to gain authentic awareness of where one is so they can progress toward their ideal self.
Self-Monitoring	Having a continuous camera on every performance so it can be replayed	Visualization of one's own performance and actions to make it possible to revisit the memory later for both self-assessment and reflection to strengthen self-mentoring.
Maintaining objectivity	Focusing on reporting the evaluation, not responding to personal reactions	Staying removed from one's emotional attachment to a performance makes it possible to obtain unbiased data and to produce a non-emotional analysis and assessment.
Being patient	Waiting with equanimity when timing, conditions, and readiness are not right	Time for growth must be guarded from disruption and not be forced; since development cannot be instantaneous, the appropriate context and timing must be found.
Stage 6: Conducting Annual Reflection on Self-Growth		
Determining unmet needs	Identifying desired characteristics lacking for receiver	Discovering and addressing what is missing in one's life will increase wholeness, strength and power to go after life with greater fortitude, energy, and consistency.
Validating added value	Recognizing the worth you have contributed	Seeing one's contribution to the whole allows the individual to study how they did it which contributes to self-efficacy, self-esteem, self-confidence, and being proactive.
Identifying new qualities	Finding new dimensions that enhance value for an audience	New areas of quality lead to new growth opportunities and new dimensions in one's quality of life index.