

# Roles of Performance Mentoring and Self-Growth Coaching in Developing Human Capability

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## Abstract

*Society has embraced mentoring and coaching as two professional roles that contribute significant value to society, organizations, and individuals. However, these two roles often overlap in function and purpose which has led to general confusion about their respective contexts, purposes, capabilities, and performance expectations. The aim of this paper is to differentiate the characteristics of mentoring and coaching guiding practitioners to Process Education resources and providing strategies for best practices. Further, the integration of these roles is depicted. A person who is capable of performing the roles of both performance mentor and self-growth coach can help clients learn how to play both roles for themselves.*

## Introduction

Differentiating self-growth from growth is crucial for establishing boundary criteria and conditions for the many variations of mentoring and coaching within both lay and professional contexts (McLeod, 2004; Wilson, 2016). The distinctions between growth and self-growth directly help to improve the precision of definitions and descriptions of mentoring and coaching as roles that serve a wide array of users. The processes of mentoring and coaching share some common features that are highlighted by focusing on their roles within holistic personal development of capabilities. Nussbaum's (2011) capability philosophy describes how this development will increase quality of life effects across family, work, community, and other contexts (King-Berry, 2021). The Process Education framework is a resource for substantive practice methods, including the integration of learning skills (Apple et al., 2016) and the recognition of quality issues that can greatly enhance the value of servant leadership (Greenleaf, 2002) roles for expanding the scope of living experienced by individuals. Mentoring and coaching that produces increased consciousness of how to enrich one's personal environment results in an increase in growth opportunities which can be actualized by effectual decisions related to one's life journey toward an ideal self (Apple et al., 2021).

The remainder of this paper will provide general background on contemporary definitions and uses of both performance mentoring and coaching. Next, the characteristics and practices associated with these two specialized roles will be detailed. First, performance mentoring which facilitates performance development, growth, and self-regulation will be discussed. Then a discussion of self-growth coaching which facilitates life visioning, self-growth, and self-determination will be presented. Practitioners for each of these roles are provided prompts and suggestions

to facilitate them effectively, help with overcoming blocks, and enhance the significant relationship factors that produce shared meaning in addressing Quality of Life (QoL) issues. Finally, the integration of performance mentoring as a distinctive process within self-growth coaching is emphasized.

## Definition and Features of Performance Mentoring and Self-Growth Coaching

The International Mentoring Association (IMA, 2020) defines mentoring as a role used to support development across many life endeavors for youth and adults. Mentoring can be helpful in many contexts and life challenges that require growth for future success. A mentoring relationship must be supportive and confidential to allow safety for mentees as they try new challenges, recover from mistakes, and learn to use feedback to deal with vulnerability, especially when it is a publicly observable performance (Van Slyke, 2021). It often serves to energize mentees to consciously face life transitions by becoming life-long learners who are more capable of autonomously setting the stage for further advances in their growth (Apple et al., 2015).

The International Coaching Federation (ICF) describes coaching as a creative, thought-provoking process for maximizing personal and professional development. The ICF identifies eight core coaching competencies organized under four broad categories: Foundation, Co-Creating the Relationship, Communicating Effectively, and Cultivating Learning and Growth (ICF, n.d.). Companies use coaching programs for a variety of focus areas depending on the culture, for example GE has shifted coaching efforts from just setting personal priorities aligned to business goals to coaching that broadly supports a balance of work and life to reduce burn out. Although coaching specializations have been defined for contexts or purposes such as execu-

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tive, business, and wellness, at its core coaching always involves a focus on holistic, personalized growth.

Although performance mentoring and self-growth coaching share some characteristics, they have distinctive aims. The framework for both is provided by the six functions of knowing, learning, learning to learn, performing, growing, and self-growth as displayed in Table 1. Performance mentors focus on facilitating growth in performance. To facilitate this successfully, they will also need to support the knowledge and learning needed for the performance goal by increasing their client's learning to learn and growth capabilities. In contrast, self-growth coaches incorporate the performance mentoring process into the larger context of life (e.g., by expanding value and ethical based decisions made by clients) The aim of both performance mentoring and self-growth coaching is for students, trainees, mentees, and clients to establish independence as self-mentors who can support their own self-growth by integrating learning, growth, and mentoring skills related to the six functions into everything they do.

The scope of performance mentoring is more focused than that of self-growth coaching because its emphasis is on the work of improvement in specific performances that are planned for growth development, but both should include transferring ownership of future improvements to the mentee. For example, employee supervision, if viewed as performance mentoring, might focus on the growth skill of Being Self-Aware (appreciating opportunities for engaging in reflection). A supervisor might use the mentoring skill of Being Independent (seeking an appropriate level of autonomy in each role identity) to keep attention on the employees' independence in improving self-awareness skills (Jain, 2020). In practice, employees must develop separateness from their supervisor over the length of their training to prepare for their eventual role as a qualified professional themselves who models these skills (e.g., being their own self-director).

Companies can sometimes enable co-dependencies between employee and supervisor by limiting their employ-

ees' growth efforts to mandated and sometimes public interactions with their supervisors. Whelen et al. (2021) found that patient or customer expectations are often more significant than those of supervisors. Just as supervisors must detach from a sense of ownership of the actions of employees-in-training, the self-awareness of employees must stay centered on customer actions because they are a stronger basis for the success of the organization. Employees who have not developed strong self-awareness are prone to projecting their unconscious bias, observations, hypotheses, and recommendations without understanding the implications of their attachment to their customers (Ivey & Ivey, 2007).

In either role, mentor or coach, a close relationship with a mentee is developed that brings with it expectations of behaviors and ethics. Although the mentor may get something out of the relationship it is understood that the mentor should act in the best interest of the mentee and not for themselves. Proximity ethics has identified seven principles, and these align well with the values and goals of Process Education (Hintze et al., 2015). These principles have been explored in the context of the relationship between a facilitator and student. Similarly, they can be applied to relationships with mentees to better define the ethical contract between either a performance mentor or self-growth coach and their client or mentee.

### The Practice of Performance Mentoring

Mentoring relationships may last a lifetime, such as helping with professional development throughout a career. The primary differences between traditional forms of mentoring and performance mentoring are that the latter incorporates additional responsibilities including

- a) producing transformational changes in a shorter time frame
- b) challenging mentees with greater intensity and higher expectations
- c) focusing on strengthening growth capabilities that are transferable to other performances

**Table 1** Six Functions of the PE Framework

Levels of Consciousness	Self-Growth Function	Performance Mentor Function
Determining what is	Knowledge	Performance (Performance Criteria)
Strengthening what is	Learning (Enhancing Knowledge)	Growth capability (Improves Future Performances)
Enhancing the process of strengthening	Learning to Learn (Enhancing Learning)	Self-Growth Capability (Increasing Growth Capability)

- d) constantly exploring ways for mentees to seek their own ways of improving their performance growth, i.e., they must become capable of self-mentoring performance development to increase the quality of their growth strategies.

Performance mentoring relationships, as defined in the Process Education framework (Van Slyke et al., 2021), are short, purposely planned, intense periods to improve performances of value for involved individuals and sponsoring organizations. They are characterized as

- a) a series of shared tasks to promote the growth and development of mentees
- b) an intense, trusting, positive, supportive but challenging, primarily public, high-risk (change-oriented) relationship that supports mentee learning to perform in front of others, to accept challenges, to try new things, to learn from failure, and to accept performance improvement feedback
- c) a complex, developmental process used to develop a mentee's performance through necessary practice and performance iterations while learning how to be an effective, reflective, life-long learner, performer, and grower

For example, GE integrates professional development within on-the-job training through practicing the Lean Principle of continuous improvement and focusing on value (Van Slyke et al., 2021). Growth skills, which are skills that help with personal development such as self-challenging, persisting, and increasing resiliency, have great value because they are generalizable to performances in future contexts. This is analogous to how a specific risk factor can inhibit performance improvement in many contexts. Performance mentors strive to support mentees in the improvement of performance quality by increasing their capability to apply selected growth skills to overcome inhibiting mindsets or risk factors (Apple et al., 2018) and to open the way to greater autonomy in how they increase and expand their future performances.

Within the educational model used in many professional fields, performance mentoring, whether referred to as supervision, intern training, on-the-job training (OJT), or simply mentoring, has the objective of producing sustainable and generalizable growth in students entering specific careers. Schön (1987) describes three distinctive facilitation practices discovered from his examination of the growth of learners as “reflective practitioners” in management and counseling internships and a psychoanalytic residency program. The results of his observations and analysis suggested three broad strategies with the potential to produce growth, which he describes as “double-loop

learning” (Argyris & Schön, 1974, 1978) to distinguish it from knowledge (“single-loop learning”). First, providing modeling of effective behavior (“Follow me!”) often opens the door to further elaborations and reflection by students who are unsure of how to take initiative on their own. Second, deeper engagement is often achieved by inviting learners to try out “experiments” such as slowing down a process, deconstructing a process into smaller steps, confronting “protectionism” (counterproductive avoidance of public discussion of failure), and focusing on continuation steps when stuck. Third, recognizing that mentoring can become a “hall of mirrors” if failures or experiences of getting stuck are assumed by both mentees and their mentors as circumstances that can be resolved only by expert advice, i.e., single-loop learning. Reliance on expert knowledge reflects a fixed mindset, i.e., “There is a right way.” Double-loop learning parallels the knowing, learning, learning to learn, performing, growing and self-growing model of consciousness. Reliance on single-loop learning must be overcome by gaining a growth mindset—usually through mentoring—to allow openness to more malleable process strategies based on clear criteria for generalizable strategies of performance growth.

The following suggestions for performance mentors are based on resources described throughout this paper that can optimize the uses of mentoring skills to help clients grow capabilities aligned to their growth opportunities and performances. Occasions for growth can be planned, such as enrolling in an advanced training program, or can occur by chance, such as an opportunity to initiate a conversation with an admired person. The key is to build a conscious rationale of why and how a selected mentoring skill has clear potential for facilitating one or more growth skills to address a challenge. Additional exemplars are delineated in Table 2. Performance mentors who can use strategies such as these to self-mentor their own growth will attain a greater consciousness of how to facilitate growth in clients in ways that fully engage themselves and their clients in the richness of the processes that produce quality performances and growth capabilities.

To increase the quality of performances and experiences a mentee must broaden and deepen conscious generalization of growth capabilities to new contexts. Hurd (2021) indicates that growth capability is comprised of 15 components, while growth development is the process of increasing transferable learning skills to enhance the quality of life by increasing the value of all experiences, especially performances, that are related to one's individual quality of life. Nelson et al., (2020) emphasizes that the description of the performance, including the identification of key learning skills, is essential for setting the stage for mentoring performance improvements related to many kinds of

experiences and life roles. Van Slyke (2021) discusses how the Methodology for Developing Performance (MDP) is a guide for the process of strengthening performances. The MDP is listed in Table 3. Column two provides a list of growth skills from Hurd (2021) that enhance the use of the MDP.

As a performance mentor facilitates mentee growth in specific performance areas, they may consider the following strategies to be helpful when making decisions on how to help mentees initiate, assess, redirect, and reflect while maintaining a shared perspective as they.

1. Using the MDP to “plan forward” supports initiative to clarify connections between personal history and aspirational goals. Several steps encourage performance mentors and their mentees to assemble significant personal background and a life vision statement to support personalized but realistic detailing of actions for performance goals that are expected to increase certain performance areas.

2. Mutual analysis of documentation such as plans, assessments, and reflections can support the development of an assessment mindset by leading to discoveries about whether growth plans incorporate the essential criteria for quality of assessment and reflection such as specificity (progress with key improvements), consistency (repeated use of a selected technique or measure for a performance), and validity (stating identifiable milestones in the development of each growth capability).
3. A key strategy for enriching reflection-in-action capabilities is to provide time for mentees to describe their behavior in the performance situation and their perceptions of affective reactions and unexpected factors that they believe affected performance quality. Learning from experience requires time for both reflection and self-assessment (Desjarlais and Smith, 2011)
4. Helping mentees to get unstuck requires a performance mentor to examine multiple hypotheses for how a mentee can move forward. For example, the

**Table 2** Mentoring Skills

Mentoring Skill	Description	Impact on Growth Capability
Self-mentoring	Engaging in intentional self-assessment leading to an analysis of self for improvement	Self-Growth can best occur by using assessment and reflection to gain authentic awareness of where one is so one can progress toward one’s ideal self.
Encouraging ownership	Engaging others to accept a stake in a vision	As ownership grows, investment, commitment, desire, and quality of performance also increase.
Defining characteristics	Determining the key factors that impact a receiver’s affective reaction	Growth is strengthened by clarifying, defining, and focusing on qualities related to one’s openness and resilience when facing emotional challenges.
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.
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.
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.
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 replay the “tape” later for both self-assessment and reflection to strengthen self-mentoring.
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.

situation may require the setting of smaller goal steps, a switch of focus to a different domain of the Classification of Learning Skills 2019, or a shift of attention from a subjective explanation to a less biased and more objective focus on actual behavior and more specific performance criteria.

5. Psychological theories, research, and practices can be a resource for new and creative concepts that can help mentees take a new approach to their explanations of their emotions, beliefs, and behavior in specific situations. Making the connections between psychological understanding and the planning of improvements in growth skill development can especially be helpful when trying to improve self-monitoring (reflection-in-action) and improving planning for impediments to growth.
6. Performance mentors can help mentees become more aware of growth opportunities by collaboratively surveying available situations and performance options to identify those likely to be relevant to growth poten-

tial. Increased consciousness of how present abilities match up with situational opportunities is a generalizable approach for developing new growth capabilities with potential to impact future creativity and resilience.

7. Boosting wellness is important for emotional and bodily self-regulation capabilities. Analyzing and reflecting on choices for performance growth related to rest, meditation, nutrition, and exercise can increase holistic awareness of positive mindsets about well-being that will increase the psychological resilience and physical energy needed for growth to become feasible.
8. Formulating and thinking critically about a set of key beliefs is essential for envisioning growth plans that will increase performance. The questions for which key beliefs are important include: How does psychological change occur? How can psychological richness be increased? How are opportunities created? Why is growth important?

**Table 3** Methodology for Developing Performance

Step	Growth Skills	
Step 1: Choosing an Opportunity	Being true to self	Updating life vision
Step 2: Identify stakeholders	Strengthening role identities	Defining performance characteristics
Step 3: Clarify Expectations	Motivating self	Committing to success
Step 4: Analyze performance context	Analyzing performance	Valuing performance
Step 5: Analyze performer context	Introspection	Being self-aware
Step 6: Write the performance criteria	Applying criteria	Maintaining standards
Step 7: Produce and implement learning plan	Being metacognitive	Making meaning
Step 8: Produce growth plan	Valuing growth	Setting growth goals
Step 9: Produce performance plan	Believing in your potential	Being proactive
Step 10: Practice	Being passionate	Prioritizing
Step 11: Performer readiness snapshot	Feeling empowered	Maintaining balance
Step 12: Rehearsal	Focusing on self-improvement	Seeing prompts
Step 13: Perform	Trusting self	Committing to self
Step 14: Evaluate	Critiquing	Toughening self-esteem
Step 15: Suspend reaction	Changing reactions	Accepting consequences
Step 16: Assess practice, rehearsal, performance	Seeking feedback	Accepting feedback
Step 17: Turn Evaluation into assessment	Having assessment mindset	Identifying SII opportunities
Step 18: Interpret feedback	Interpreting feedback	Listening to self
Step 19: Update plans	Persisting	Changing behaviors
Step 20: Self-Assess entire process	Practicing reflection	Using summative assessment

9. Selecting stories, including autobiographies and media presentations, from many life viewpoints can increase the creative quality of self-discoveries from introspection, exploration of diverse worldviews, and conscious examination of one's mindsets related to growth experiences.
10. Using the MDP for "backward" planning is a strategy for systematically making corrections and improvements to life performance areas. Reformulating growth plans to enhance goals, aspirations, and values with discoveries about gaps, inconsistencies, and ambiguities will improve alignment of performance development strategies with conscious insights about how to self-mentor change.

### The Practice of Self-Growth Coaching

Self-Growth coaching, known more broadly as coaching, is a client-centered, co-created relationship in which a coach facilitates a self-development process to help clients set goals, increase self-awareness, identify and assess choices, develop and execute plans for action, be self-accountable, and increase individual wisdom. Ultimately, the real value and potential of self-growth coaching is less about what is being coached and more importantly about increasing the capabilities of the whole person to be more metacognitively skillful in the present moment and more conscious of the potential for self-growth in each experience.

A self-growth coach focuses on facilitating the capabilities of self-growers to generate growth experiences, for example, taking on new endeavors that include unknown challenges. Advancing a self-growth mindset requires greater consciousness of the importance of reflecting-in-action (Schön, 1987) to discover insights that will increase the focus and success of action plans.

The stages to help produce self-growth are delineated in the Self Growth Methodology (SGM), presented in Table 4 (Jain, 2020). The mentoring skills of self-growth coaches (or self-mentors) become stronger and more flexible as they internalize the SGM. Self-Growth coaches can encourage clients to seek greater self-determination in more situations by supporting their continuing iterations of weekly reflection and scripting. As an example, a coach would help a client apply their own criteria such as psychological richness to an upcoming opportunity to turn that situation into one that increases QoL.

Self-Determination Theory (Ryan, 2017) emphasizes the need for balance between dependency and autonomy. Self-Growth coaches may start by trying to increase their client's autonomy if they feel like their life is already completely dictated by their current obligations to meet others' needs. In some cases, having too much autonomy can lead

to a reduced QoL if not planned. In either case, self-growth coaching will help them identify and overcome their impediments with strategies to determine what opportunities exist and how to use them to increase their QoL most effectively.

**Table 4** Self-Growth Methodology

<b>1. Define the meaning of your life</b>
<ol style="list-style-type: none"> <li>1. Conduct values and needs analysis</li> <li>2. Raise expectations</li> <li>3. Determine life's quality characteristics</li> <li>4. Develop broad criteria for success</li> </ol>
<b>2. Create life vision and plan</b>
<ol style="list-style-type: none"> <li>5. Develop your life history</li> <li>6. Create a vision of your future self</li> <li>7. Create life goals</li> <li>8. Create milestone goals</li> <li>9. Develop strategy</li> </ol>
<b>3. Determine your key performance areas</b>
<ol style="list-style-type: none"> <li>10. Identify your crucial performance areas</li> <li>11. Conduct performance analyses</li> <li>12. Develop performance descriptions</li> <li>13. Set performance criteria</li> <li>14. Determine performance measures</li> <li>15. Systematically assess</li> </ol>
<b>4. Conduct risk analysis</b>
<ol style="list-style-type: none"> <li>16. Identify key risk factors</li> <li>17. Determine learning skills</li> <li>18. Identify professional characteristics</li> </ol>
<b>5. Conduct a systematic weekly self-growth analysis</b>
<ol style="list-style-type: none"> <li>19. Self-Assess</li> <li>20. Develop a weekly action plan</li> <li>21. Perform</li> <li>22. Reflect</li> <li>23. Memorialize</li> </ol>
<b>6. Conduct annual reflection on self-growth</b>
<ol style="list-style-type: none"> <li>24. Conduct annual reflection</li> <li>25. Conduct annual assessment</li> <li>26. Produce the annual growth plan</li> </ol>

Schön's (1987) observations and insights about the practices found in professional education and supervision contexts to prepare mentees for careers illustrate the significance of performance mentoring for producing growth but do not directly facilitate self-growth as a capability or mindset. Continuing beyond growth to self-growth requires building on different performance challenges. For example, by moving beyond career aspirations and achievements to address aims of interns to become wiser, more compassionate, and more capable of personal transformation as well as professionally able to serve others in need of change. A self-growth mindset requires an openness focused on "composing" one's life journey by integrating performance growth with a higher level of consciousness about broad criteria for QoL. The broad criteria (personal life mantra) help to select experiences that deepen meaning gained from many kinds of life opportunities, upgrade one's envisioning of an ideal self, and are valuable markers for guiding life-changing decisions. Adding coaching skills and self-growth capability to the professional education of coaches could increase consciousness of growth experiences as a consequential criterion especially relevant to this profession, but generalizable to many others.

Self-Growth capability emerges from a history of successful growth, that is, advances in performance, that becomes available for future life choices. One area currently under development is identifying impediments to self-growth and the best mitigation strategies (Apple, 2019). The highly challenging level of consciousness required for self-mentoring (personal control of growth) evolves from making life decisions that demonstrate command of how to invest in growth capabilities that increase QoL and that also answer the question "Who am I?" in increasingly complex and meaningful ways as the journey of life proceeds.

Each of the mentoring skills adds distinctively to what a self-growth coach can offer. For example, by fostering growth related to being compassionate, a coach can help clients go beyond empathy (Bloom, 2016), an immediate emotional connection to someone else's plight, to compassion, a more reason-based, fuller envisioning of the life stories of diverse individuals and their life circumstances. The level of consciousness of a self-growth coach must be higher than that required for the more focused performance mentor role. Coaches who challenge themselves to live the values implicit in the mentoring skills they use, can gain more complex insights associated with a fuller consciousness of the meaning of life that is gained by challenging themselves more than they challenge their clients.

A coach helps clients develop a broader and deeper understanding of themselves by taking some time to mutually explore these matters together when working on the

second stage of the SGM, Creating a Life Vision and Plan. Formulation of credible plans for an optimal life journey also must account for the "layers" of historical influence from family of origin, generation cohort, culture, geography, and other general factors. A factor that decreases the effectiveness of those in the self-growth coaching role, and in performance mentoring, is failure to recognize how interpretations of processes may have become overly abstract and limiting which is a characteristic of a fixed mindset, (Molden & Dweck, 2006). In hindsight, memories of learning any complex performance can easily become overlain by the automaticity which makes present expert performance seem obvious, even though it is not to those who wish to build expertise. A compassionate coach should have no preferential perspective by which to infer how early family experiences, schooling, friendships, personality style, negative life hits, adult relationships, career success, and many other factors have shaped client experiences. Their goal is to help clients reduce personal subjectivity so they can make possible a more objective view of their life experiences and relationships.

Insights about the meaning of personal history can be further increased by using philosophical and cultural insights to analyze the meaning to be gained by wisely contributing to broader societal and world needs. Having this wider perspective increases the flexibility to use both forward and backward planning (Park et al., 2017). This perspective helps to avoid unproductive paths, which often are revealed by difficulties in planning action steps when experiencing a block. From the perspective of a coach, every mentoring skill provides a window of possibility for advancing a client's growth capabilities. From a client's perspective, the value from collaborating with a coach who is self-compassionate will be self-evident from shared experiences of feelings, thoughts, and behaviors related to more productive and satisfying QoL outcomes.

Exploration by coaches of how to strengthen their own significant life roles is a key growth skill that can enhance openness and creativity in the process of preparing mentees and clients to enhance growth. Integrating growth capabilities with current awareness of identity and self-concept will lead to self-growth. This is accomplished by raising consciousness of how to autonomously decide the direction of one's life journey by initiating actions, assessing life experiences, reflecting on life choices, and redirecting plans.

The following self-mentoring strategies are illustrated as a guide that self-growth coaches can use to raise growth challenges for themselves while serving clients.

1. Planning "forward" through the stages and steps of the SGM creates value for both self-growth coaches and clients if self-growth coaches reexamine, in par-

allel with clients, their own life visions, broad criteria, growth plans, and assessments of risks related to decisions about growth.

2. Planning “backward” in use of the SGM will help with corrections in clients’ life journeys if self-coaches engage in parallel assessment and reflection about their own growth and self-growth decisions and the accomplishments of their life journeys.
3. Being self-honest is an example of a mentoring skill for selecting and validating growth targets that are consistent with the broad criteria selected to guide one’s life journey.
4. Each life situation offers opportunities to apply different mentoring skills to transform growth and self-growth efforts; selecting mentoring skills from both client and coach points of view is a method for validating, through contrast, the rationale and plans for the growth and self-growth components chosen for a situation.
5. Conscious exploration of the expertise of others who have developed beyond one’s present real self makes it more likely that one will identify new capabilities that feel challenging and rewarding to pursue.
6. Examining broad criteria through reflection writing is a means to self-affirm and self-validate behaviors, values, and beliefs as consistent with one’s evolving self-concept. Consciously exploring the QoL of others makes it more likely that one will identify new broad criteria associated with increased psychological richness of life.
7. Directing attention to learning skills from the highest levels of the CLS 2019 Affective Domain is a strategy for challenging the status quo as an impediment for growth aspirations.
8. Everyone has potentially valuable growth areas that are “over-shadowed” by traits, virtues, and capabilities that are prominent in behavior and in consciousness. For example, being overly conscientious about certain performance areas may overshadow needs and potential self-discoveries related to less prominent traits, virtues, and capabilities that also could be developed to diversify and intensify QoL outcomes.
9. The Stoic, Naikan, and Buddhist philosophies, as well as others provide insights and practices for dealing with life’s suffering and risks through developing compassionate and ethical capabilities for extending oneself to others and the world.

10. Planning and implementing personalized strategies to overcome and transform situations associated with uncertainty and emotional peril will increase resilience in responding to major risks to one’s well-being and life success.

11. Increases in wisdom reasoning can be instigated in reflective thinking and writing by creating psychological distancing away from the norm of using an egocentric (first person) point of view. Taking a third-person vantage point when reflecting can increase intellectual humility, sensitivity to relationship issues, openness to diverse outlooks on life, and insights for integrating broad criteria with experiences to increase QoL.

### **Integrating Performance Mentoring and Self-Growth Coaching**

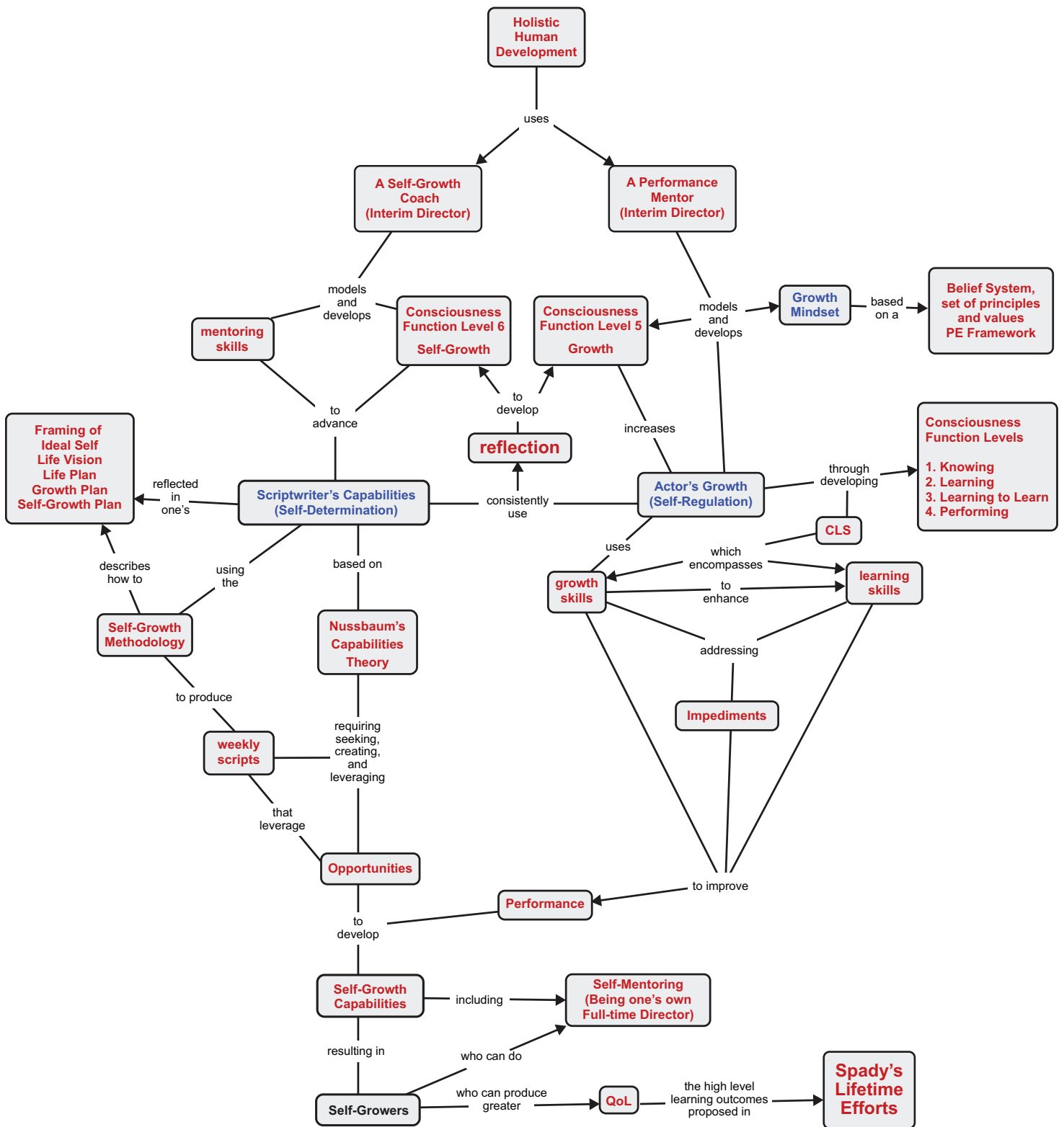
Coaching pioneer and ICF Master Certified Coach Dave Buck (2016) calls for moving coaching from a transactional focus on achievements to a transformational emphasis on QoL. Dramatic changes in the world over the last 20 years have challenged coaches to use the relationship to more effectively address what clients want and need today. Experiences of isolation, such as the 2020/2021 COVID-19 restrictions (Fortgang et al., 2021), obsessive attention to electronic media, and alienation caused by experiences of racist, sexist, and ageism attitudes (Comas-Diaz et al., 2019) reduce developmentally constructive engagement in family, education, and work. These and other risk factors interact with a rapid rise of complexity in contemporary societies that amplify the need for effective interventions. The professional responsibility and challenge for performance mentors and self-growth coaches is to support mentees and clients in discovery of opportunities for creating new capabilities that will overcome risks and limitations by developing and strengthening growth and self-growth mindsets and capabilities.

Although performance mentoring and self-growth coaching are uniquely different roles, there has been a growing interest and demand by clients and organizations for the combining of coaching and mentoring during client engagements (Brefigroup, 2018; Learning in Action, 2019; Buck, 2016; McLeod, 2004). It is important to note, however, that mentors often use coaching skills, but coaches rarely use the mentoring process and skills except in the context of mentoring other coaches (Gabay et al., 2019).

The concept map, presented in Figure 1, depicts the integration of the roles of performance mentor and self-growth coach. Using the example of supervision, an insight for performance mentors is that effectiveness in



**Figure 1** Performance Mentoring Relationship to Self-Growth Coaching



this role, which has growth as its aim, is dependent on the use of a set of growth and learning skills to help employees meet performance goals (actor's role). Whereas self-growth coaches use mentoring skills to creatively and strategically move beyond specific performance goals to help employees with decisions about how to align performance growth plans with broader life values and expectations (scriptwriter's role). The goal of both is to support and facilitate the development of individuals who can self-mentor by consciously using the capabilities and associated mindsets of mentors or coaches for themselves (director's role).

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 so that they can adjust the script to align to the vision. The elevation and creation of a raised level of consciousness is achieved when a self-growth coach empowers clients to increase their level of awareness of their own internal processes of learning how to learn through actions as they think, respond, and later reflect on their actions (Apple, 2021). Performance mentoring is suited to support the strengthening of consciousness associated with knowing, learning, learning to learn, and performing. Self-Growth coaching matches the characteristics of growing and self-growing (Leise et al., 2023). The six functions, delineated previously in Table 1, can be aligned to three different levels of self-consciousness one can have, starting with determining what is, elevating to strengthening what is, and lastly enhancing your processes of strengthening.

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## Conclusion

A shift to a performance mindset within the coaching profession along with an increased demand to combine mentoring within coaching provides a tremendous opportunity for the same person to provide performance mentoring to develop growth capability and then to use generalized mastery of growable experiences as opportunities to develop greater self-growth capability. In the role of performance mentoring, a coach can enrich the relationship through iterations focused on specific developmental areas while also intuitively shifting to self-growth coaching to empower clients to own the mentoring process as they strengthen their QoL (Learning in Action, 2019).

If a mentor/educator successfully uses mentoring skills to help others develop growth skills, the result is growable experiences. When a mentor/coach is successful in transferring mentoring to the performers, they become autonomous in the use and development of mentoring skills (self-mentoring) to transform growable moments into their own self-growth experiences. Self-Growth is experienced as an identity-enhancing role characterized by learner ownership, growth goals, a performance mindset, desire to improve quality, accurate self-monitoring, honest assessment of performance, and wise decision-making that enriches life. Ultimately, the goal is to become one's own self-growth coach so one can design and create self-growth experiences on a daily basis from planned and unplanned growable moments.

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