



Table of Contents

Schedule.....	1
Welcome.....	2
Online Orientation Session.....	3
Pre-Conference Workshop: Assessment for Quality Improvement in Campus Learning Environments.....	4
Keynote AI Goes to College (Leasure).....	5
1a Harnessing the Power of AI to be a more Effective Educator (Leasure).....	14
1b Analyzing QoL Criteria for Self Growth (Onodipe, Shenk, Burke).....	17
Plenary Enhancing Student Growth Through Learning to Learn Process Education (Ulbrich & Morrison).....	18
2a Putting Performance Measures for Mentoring Skills into Practice (Utschig, Burke, Ulbrich, Beyerlein).....	21
2b How to Overcome Growth and Self-Growth Impediments (Leise).....	25
Plenary Growing into Your Ideal Self (Ellis & Apple).....	28
Business Meeting.....	57
Academy Awards.....	60
Hall of Innovation: Poster Session.....	61
Team Session Jamboard Slides (Ofstad, Participants).....	62

Conference Schedule

NOTE: Conference is on Eastern Time; Conference Sessions are in RB Annis Hall 3750 Shelby Street

DAY 1 Tuesday, June 11

- 10:00 Day 1 Welcome [Room #116]
- 10:15 Team Time [# 116]
- 11:15 Break
- 11:30 Keynote Address: *AI Goes to College* (Leasure) [# 116]
- 12:15 Lunch [# 116]
- 12:45 Breakout #1A: *Harnessing the Power of AI to be a more Effective Educator* (Leasure) [# 116]
- Breakout #1B: *Research Paper Session* [# 107]
- 2:15 Hall of Innovation [# 116]
- 3:15 Team Time [# 116]
- 4:00 Adjourn/Social Time

DAY 2 Wednesday, June 12

- 10:00 Team Time [Rm 116]
- 10:45 Annual Business Meeting/Board Elections [# 116]
- 11:45 Lunch
- 12:30 Plenary: *Enhancing Student Growth Through Learning to Learn Process Education* (Ulbrich & Morrison) [# 116]
- 2:00 Break
- 2:15 Breakout #2A: *Putting Performance Measures for Mentoring Skills into Practice* (Utschig, Burke, Ulbrich, Beyerlein) [# 116]
- Breakout #2B: *How to Overcome Growth and Self-Growth Impediments* (Leise & Apple) [# 107]
- 3:45 Team Time [# 116]
- 4:30 Adjourn/Social Time

DAY 3 Thursday, June 13th

- 10:00 Short Team Time Session + Day 3 Welcome [# 116]
- 10:15 Plenary: *Growing into Your Ideal Self* (Ellis & Apple) [# 116]
- 11:45 President's State of the Academy Address [# 116]
- 12:15 Lunch - Report Out - Team Insights [# 116]
- 1:00 Closing Session [# 116]
- "THE" Academy Awards
- Conference Formal Assessment Survey
- Announcement of 2025 Conference Plans

Welcome to the 2024 Academy of Process Educators Conference

This is a milestone year for the Academy as this will be the 18th Annual Conference since our founding. Previous conferences have been held across the United States from the Eastern seaboard to California. This year's conference is located in mid-America on the beautiful campus of the University of Indianapolis. Wherever you are from, we are excited to have you join us for this Conference focusing on our Theme "Unlocking Performance and Growth". The Conference Planning Team hopes you enjoy the various opportunities to engage Academy members in discussion, debate, and fellowship. The Conference is structured for active learning and strengthening our abilities to meet the needs of all 21st Century learners. Welcome to new and veteran members alike!

Conference Planning Committee

Patrick Barlow, President, Academy of Process Educators

Steve Spicklemire, University of Indianapolis arrangements coordinator

Matthew Watts, Registration

Peter Smith, Business Meeting Protocol

Will Ofstad, Team Time Activities

Chaya Jain, President Elect, Board Nominations

Denna Hintze, Support Site Design

Steve Beyerlein, Program Chair

Ingrid Ulbrich, Past President

2024 PE Conference Attendees

IN PERSON		ONLINE	
Patrick Barlow	Mary Moore	Aida Awaness	Colleen Taylor
Shannon Fischer	Will Ofstad	Lyudmyla Barannyk	Ingrid Ulbrich
Hiba Belkacemi	Matthew Watts	Behnaz Rouhani	Tao Xing
Julie Gahimer	Tynnetta Muhammad	Steven Beyerlein	Amy Foley
Christine Kroll	Abigail Richard	Kathleen Burke	Durel Crosby
Josh Morrison	Holly Sims-Bruno	George Dombi	Wade Ellis*
Carissa Newton	Daniel Apple	Yuqin Hu	
Ghina Sadek	Raizel Gooch*	Chaya Jain	
Tim Shenk	Gabrielle Galindo*	Nadia Khartiabil	
Peter Smith	Tris Utschig	Cy Leise	
Steve Spicklemire	David Leasure*	Grace Onodipe	

*denotes single day attendance

Link to YouTube recording of this session: <https://youtu.be/JAJqdyH6TFI>

Minute by Minute You Tube Locator:

- 0:00 Welcome by Matthew Watts
- 1:15 Academy of Process Education Website (all conference attendees are members and have access to these resources)
- 2:00 Academy of Process Education 'Members Site'
- 3:00 How to login to Member Site (for new members the Logon is first letter of first name + last name, all lowercase and the Password is the email address you used to register for the conference)
- 5:45 Tour of the Conference Support Site
 - interactive graphic
 - session tabs at bottom
- 7:30 Session + Conference Assessment Forms (upper left-hand corner of interactive graphic)
- 10:00 ZOOM Links for Conference Sessions
- 12:15 Illustration of Forum for Individual and Team Posting
- 15:00 Breakout Room Feedback
- 16:00 Campus Location of Conference (RB Annis Hall on Shelby Street)
- 18:50 Introduction to Process Education (by Tris Utschig)
- 20:30 Overview of PE in a Nutshell Resource
- 29:10 Individual Exploration Questions
- 31:30 Group Discussion of Critical Thinking Questions about Nutshell Resource
- 35:10 Audience Take-Aways about PE in a Nutshell Resource

The screenshot displays a Zoom meeting window. The main content is a web browser showing the Academy of Process Education website. The website has a navigation menu on the left with options like Home, Dashboard, Site pages, My sites, Member Site, and various sessions. The main content area features a large graphic with a desk, a chair, and a wall with session tabs. The tabs include 'PROGRAM', 'WORKSHOP', 'TEAMS', 'SOCIAL', and 'DAY 1', 'DAY 2', 'DAY 3'. The graphic also includes a play button icon and the text 'CONFERENCE 2024' and 'unlocking PERFORMANCE and GROWTH'. The Zoom interface shows a video feed of a participant on the right and a video player at the bottom with a progress bar at 0:00 / 36:25.

Assessment for Quality Improvement in Campus Learning Environments

Facilitators: Tris Utschig & Steve Beyerlein

Improvement-based assessment (also called SII-Assessment) is used to improve quality and is critical for growing life-long learning skills and elevating performance in diverse contexts. However, the value of this kind of assessment is not always apparent, nor is the process always understood. Also, the lack of clarity in higher education between two necessary but complementary processes—evaluation and SII-Assessment—has made the effective use of improvement-based assessment more difficult. A major aim of this event is to build a greater understanding of assessment and its practice, resulting in cultural change at institutions and serving as a catalyst for elevating learning and teaching performance. Participants will develop skills and competencies in recognizing high performance, measuring performance, assessing performance for the purpose of improving performance, growing performance, and evaluating performance not only for themselves and their students, but those who they manage or lead.

Workshop Outcomes

- Experience and validate new tools and techniques for performing quality assessment
- Improve your ability to perform high quality self-assessment
- Learn the design principles and processes for building appropriate assessment systems and data collection tools
- Embed formative assessment in the design, delivery, and review of a broad range of campus programs

Agenda

Pre-workshop prep (15 min)

Introduction (30 min)

Activity What is Performance? (60 min)

Activity Assessment vs Evaluation (45 min)

Activity Improving Assessments (45 min)

Lunch

Activity Designing an Assessment (60 min)

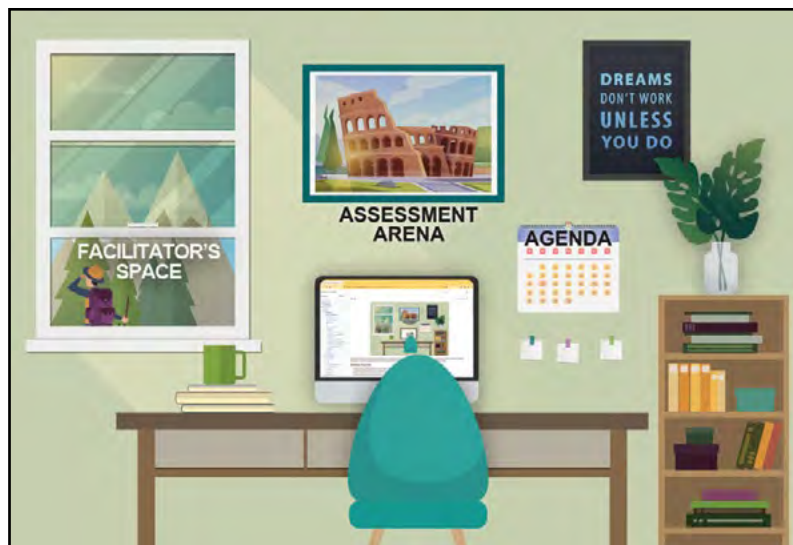
Activity Levels of Assessment (30 min)

Break (15 min)

Activity Creating Meaningful Assessment Systems (60 min)

Wrap up (15 min)

Online support site



AI Goes to College

David Leasure

Dive into the world where artificial intelligence meets academia. Discover how AI, once a mere concept in the realms of science fiction, is now revolutionizing higher education. From student tutors to faculty assistants, learn how AI tools like ChatGPT and Bard are transforming the way we teach, learn, and conduct research. But it's not just about the technology. This talk tackles the pressing questions: How can AI enhance the educational experience without compromising the human touch? What are the ethical considerations of data use in academia? What do students need to know about AI to enhance their careers? For the technology, the talk explains how thirty years of Process Education practices ease the way to augmenting both student learning and key faculty tasks.

This thought-provoking session that balances the excitement of AI's possibilities with a critical eye on its challenges. Whether you're a professor, student, or administrator, this talk explores the intersection of technology and education while offering fresh perspectives on how AI can be harnessed for the betterment of higher education. Let's get prepared for a future where learning knows no bounds.

Resources (all by Leasure)

Building Models, Assisted by AI.pdf

First Principles of Learning with AI.pdf

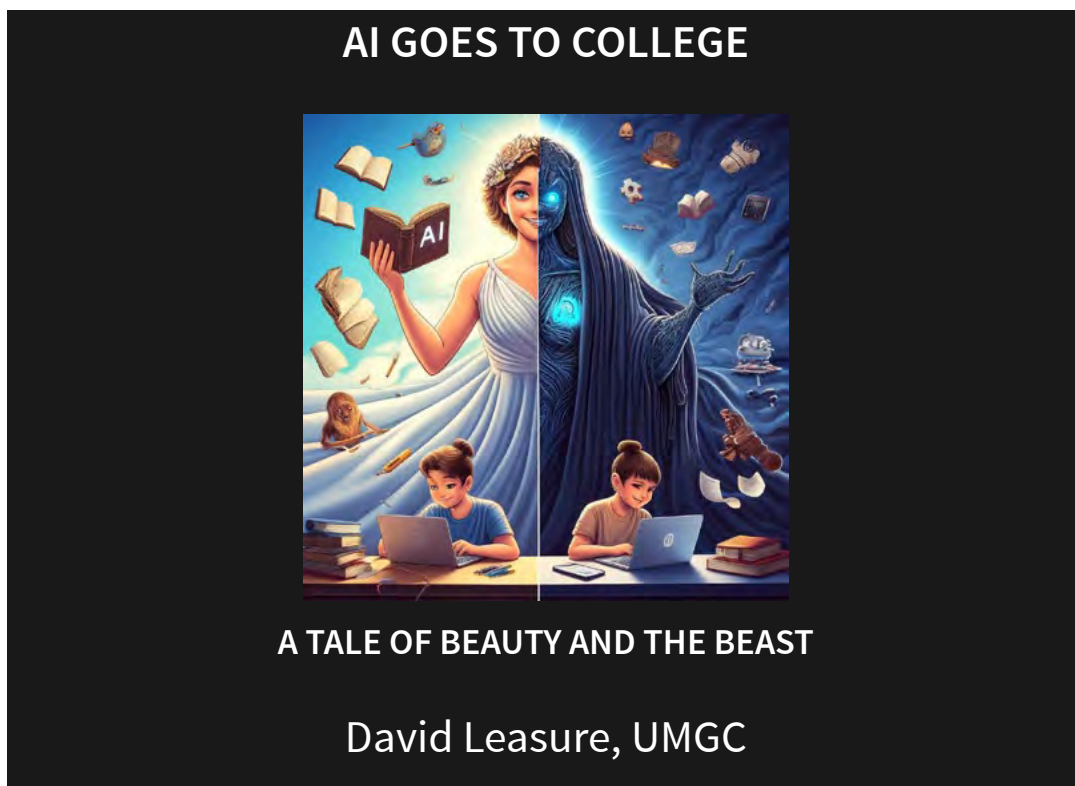
Methodology for Learning Analogical Encoding with AI.pdf

Methodology for Learning Causal Reasoning with AI.pdf

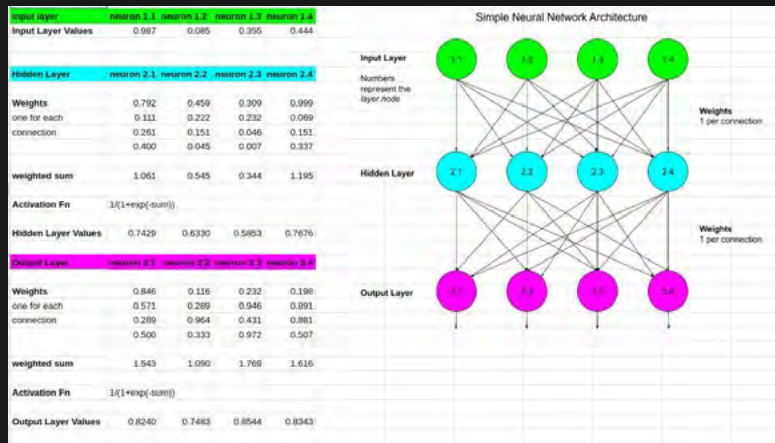
Methodology for Learning Problem Solving with AI.pdf

Methodology for Learning to Argue, Assisted by AI.pdf

KEYNOTE PPT - AI Goes to College.pdf (available here)



ONCE UPON A TIME...



Neural Net (1987) 44 Parameters

PROPOSED DELIVERABLE (2023)



On left, with co-creators, middle & right
40 billion neurons and 100 trillion connections

CHATGPT 4O (SELF-PORTRAIT 2024)



Estimated parameters: 1.75T

Rapid advancement of AI expected to continue.

THE BEAST - AI AS A SHORTCUT



AI can now complete most UG work, impacting
+ Self-concept + Creativity + Critical-thinking
+ Problem-solving + Metacognition + More

THE BEAST: INSIDIOUS AI



- Wrong information - misinformation in its training
- Bias - non-representative training data
- Confabulation - answers despite no training data

THE MALEFICENT BEAST

- Deep-fake images and videos
- Voluminous harmful postings
- Jail-break to get info for bad acts & substances
- Autonomous weapons / warfare



PROBLEM SOLVE W/ DAVID JONASSEN



Mindtool: cognitive tool enhancing cognitive capabilities by co-creating & analyzing explicit knowledge to build deep understanding

AI-LLMs usable as beautiful, limitless mindtools

BEAUTIFUL FIRST PRINCIPLES OF LEARNING (JONASSEN, 2013)



Argumentation Analogical Reasoning

Causal Analysis Modeling

All support => Problem Solving

BEAUTIFUL PROBLEM SOLVING WITH AI



Resolving well- to ill-structured challenges by developing strategies, analyzing components, and applying the first-principles & other HOTS (higher-order thinking skills) assisted by AI Mindtools

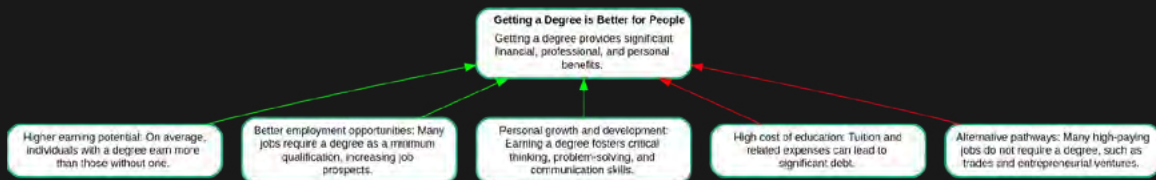
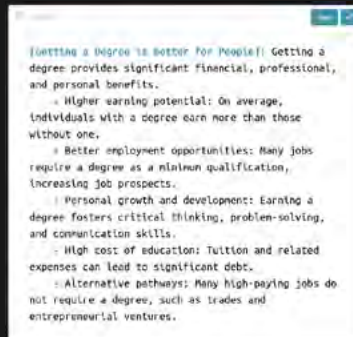
BENEFITS OF PROBLEM-SOLVING



- Real-world, engaging challenges
- Personalizable (AI)
- Conceptually anchored learning
- Self-directed learning
- Scaffolding by teacher, AI, & students
- Requires broad thinking skills & creativity

BEAUTIFUL ARGUMENTS

Construct & analyze arguments w/ AI & Argdown



BEAUTIFUL ANALOGICAL REASONING



- Identify similarities between different things
- Draw conclusions and make predictions
- Apply known solutions to new problems
- AI scaffolds cases & coaches results

BEAUTIFUL MODELING



- Structured conceptual frameworks
- Identify elements, relationships, actions, & rules
- Uses math models, systems, cause-effect diagrams, & textual descriptions
- AI coaches, simulates, proposes extensions
- Uses natural inclination to make sense

BEAUTIFUL CAUSAL REASONING



- Hypothesize and test causal explanations
- Use variety of qualitative, experimental, or statistical methods
- AI suggests problems, guides techniques, assesses, and coaches

HOW TO IMPLEMENT AI AS A MINDTOOL



- scaffold examples to test for your subject
- represent in a table, markup, or mindmap
- a) develop prompts for desired analysis
- b) develop custom GPT
- pilot (a) | (b), refine, & develop case library

CALL TO ACTION



[Elevate Education to Solve Future Challenges]

- + Universities prepare students for a future
- + Use AI as a *mindtool*
 - + Modeling, Analogizing,
 - + Arguing, Causal Reasoning, HOTS
 - + Collaborative Problem Solving
- + Master increasingly powerful AI
- Inaction will let others decide future

Harnessing AI to be a More Effective Educator

Facilitator: David Leasure

Abstract/Description

In the rapidly evolving landscape of higher education, faculty members are continuously seeking innovative methods to enhance their productivity in various academic processes. This hands-on workshop offers a deep dive into the practical applications of AI, particularly focusing on ChatGPT, in the realm of academia.

Aimed at faculty members across disciplines, this workshop explores the multifaceted roles of teaching, research, course development, mentoring, and more, through the lens of AI technology. Participants will engage in hands-on activity where they will learn to leverage ChatGPT for tasks such as literature review, curriculum design, interactive teaching methodologies, assessment automation, student mentoring, and project development. By the end of this session, faculty members will be equipped with practical skills and innovative approaches to incorporate ChatGPT into their daily academic practices, ultimately aiming to enrich their teaching, research, and administrative processes.

Additionally, the workshop will delve into the ethical considerations and limitations of employing AI in academic settings, ensuring participants are equipped with a comprehensive understanding of AI's role in education.

Facilitation Plan

Welcome to our hands-on workshop. Please use whatever AI large-language-model you are comfortable with, such as chatGPT 4o, Microsoft copilot or Google Gemini, and feel free to try different prompts while we talk.

It's important to use AI responsibly, please read *Principles for Responsible Use of AI.pdf*.

There has been much written about prompt engineering in the last year and a half. Some of it was based on peculiarities in the models, and some on sound reasoning.

Here are instructions for prompt writing adapted from Mollick & Mollick (*Assigning AI: Seven Approaches for Students with Prompts 2023*, pp. 10-11):

- Role: Tell the AI who it is.
- Goal: Tell the AI what you want it to do.
- Step-by-step instructions.
- Describe the user of the prompt.
- Tell the system how to handle mistakes.
- Add constraints, such as asking questions.
- Final Step: Test the prompt with inputs reflecting the range of student responses.

If you are first starting out with AI, get comfortable with experimenting by trying different ways to ask the same thing. Maintain a prompt diary to track the prompts that truly work for you.

With that advice, let's give our systems a workout!

Part 1: Research and Course Development (15 minutes)

Research: Demonstrate how ChatGPT can assist in literature review, and brainstorming research ideas.

Drag a paper, even the Mollick & Mollick (2023) paper, into the prompt area (not tested with copilot nor gemini). Experiment with this prompt:

as a researcher in the field of education, summarize the supplied paper, highlighting the research question, the results, the implications, any suggested future directions, a useful quote, and any background on the authors.

Then, try a brainstorming prompt:

as a college professor, with this topic (describe topic), provide 10 possible ways to expand on the ideas that would be useful explorations of the idea.

Course Development: Use ChatGPT for syllabus creation, lesson planning, and curriculum design.

- Ask your AI to help you write learning objectives for a course. You could start with a subject area and ask for the long-term behaviors of an expert.
- Then, discuss what's reasonable for students to learn in a three-credit course.
- Ask the system to come up with a set of skills needed to accomplish those objectives.
- Develop a rubric that will be shared with students to guide their skill development in the course.
- Ask your AI to give you several suggestions for developing the skill
- Use the rubric to assess a student assignment deliverable.

Apply this rubric (*paste*) to this student work (*paste*), identify 3 strengths with the associated skills to repeat in future performances, 3 improvement opportunities to improve future performances, and 1 learning insight that identifies the value of the performance when done well. Express the feedback in positive, helpful, respectful, relevant language.

- Should this feedback be pasted directly to a student?
- Should you also ask for a grade to be generated?
- Ask the AI to develop a quiz about the skill area with 4 factual multiple-choice questions, 3 multiple-choice questions that explore how the skill area is related to other knowledge (describe) and 3 questions that test the application of the skill

Activity: Participants use ChatGPT to draft a course outline or research proposal summary.

Part 2: Teaching and Evaluation (15 minutes)

Teaching: Show how ChatGPT can aid in creating interactive learning materials.

Assessing and Evaluating: Discuss AI's role in automating grading and providing feedback.

Activity: Participants create a quiz or a grading rubric with the help of ChatGPT.

Part 3: Mentoring and Project Development (10 minutes)

Mentoring and Coaching: Explore ChatGPT's capabilities in offering guidance for student projects.

Project Development: Demonstrate how to use AI for brainstorming and structuring student projects.

Activity: Participants brainstorm project ideas or mentoring strategies using ChatGPT.

Part 4: Facilitating and Measuring (10 minutes)

Facilitating: Discuss AI tools for enhancing class discussions and facilitation.

Measuring: Show how ChatGPT can assist in evaluating course effectiveness and student learning outcomes.

Activity: Participants develop a short survey or feedback form using ChatGPT.

Ethical Considerations and Limitations (5 minutes)

- Discuss the ethical implications and limitations of using AI in academic settings.

Q&A and Conclusion (10 minutes)

- Address audience questions.
- Summarize key points and potential future applications of AI in academia.

Hands-On Experience Throughout (Continuous)

- Encourage participants to use ChatGPT during activities.
- Facilitate group discussions and sharing of outputs.

Take-Aways

- set of prompts for processes
- forum for continued exploration of useful prompts

Readings

- *Principles for Responsible Use of AI.pdf*
- *Assigning AI: Seven Approaches for Students with Prompts* https://www.researchgate.net/publication/371728434_Assigning_AI_Seven_Approaches_for_Students_with_Prompts

Analyzing QoL Criteria for Self Growth

Authors/Facilitators: Grace Onodipe, Tim Shenk, Kathy Burke

EXCERPT

Introduction

People often rely on various principles and guidelines to navigate life's decisions, such as the Ten Commandments, Buddha's teachings, or Ben Franklin's principles. Similarly, individuals engaged in self-growth initiatives share criteria they use to guide their life choices, aiming to enhance their quality of life. Despite the abundance of literature on QoL, it remains a complex and multifaceted concept, with frameworks like the Ashing-Giwa model which uses a three pillar subjective, multidimensional approach to wellbeing: i) Safety/security ii) Integrity / meaning in life, iii) sense of belonging in social networks (Kagawa-Singer 2010; Barcaccia 2013) and Veenhoven's (2000) who articulates four pillars of QoL include i) Liveability of environment; ii) life-ability of individuals iii) Extend utility of life iv) Inner appreciation. Pillars offer diverse perspectives; such as Brooks and Oprah (2023) who articulate QoL being categorized under family, friendship, work, and faith.

The challenge lies in identifying the most relevant factors for measuring QoL, given its subjective nature and dynamic characteristics. For instance, King-Berry et al. proposed a comprehensive QoL framework for Self-Growers, emphasizing subjective well-being, life satisfaction, and happiness as foundational elements. They identified 14 life domains and 68 dimensions that describe the domains that are used to measure QoL for a Self-Grower.

“Since “success” in self-growth is the quality of life journey toward one's ideal self, broad criteria are developed to guide this journey. ... One gets to identify their own critical rules of the game of life— those that matter the most and bring meaning and quality to one's own life; those that help guide them to be true to themselves, their vision, and their values. (King-Berry 2021)”

This paper explores how individuals apply their preferences and values to make decisions for life choices within the self-growth framework, contributing to a deeper understanding of personalized QoL criteria and facilitating self-enhancement journeys...

Enhancing Student Growth Through Learning to Learn Process Education

Presenters: Ingrid Ulbrich and Josh Morrison

Abstract

Despite efforts to improve student outcomes through academic preparation and student support programs, student retention and graduation rates are often poor, resulting in millions of students across the US with some college, no degree, and with student loans to repay. The University of Indianapolis (UIndy), partnering with PE experts, has responded by implementing two short courses geared toward improving student growth and learning through the principles of Process Education. Each is an intense experience, combining learning to learn curriculum^{1,2} with extended support and coaching. In one course, students who experienced academic failure are invited for an experience to reset their academic compass. In the second, incoming college students with challenged academic records get a fresh start at college success. University data show that students completing either course tend to outperform their peers in retention and persistence toward graduation. This session describes program and curriculum development, current assessment data, and will include discussions with students who have completed the courses.

1 Apple, D. K., Morgan, J., & Hintze, D. (2013). *Learning to learn: Becoming a self-grower*. Pacific Crest.

2 Apple, D. K., Hintze, D., Morgan, J., & Woodbridge, C. (2023). *Learn to learn for success*. Pacific Crest.

ONLINE DISCUSSION (provide input using the Moodle Forum)

Topic 1: Institutional Contexts

As a team or individually, answer these questions about students in poor academic standing at your institution:

1. What's your interest in supporting students who are in academic trouble?
2. What are some current programs at institutions for students who are facing academic dismissal?
3. How do you re-engage students after academic dismissal?

by Tim Shenk - Wednesday, 12 June 2024, 11:42 AM

Abby: When students in trouble, retaining becomes a loss. Almost like a business.

Holly: Academic trouble is more like a symptom of what is happening (online - reaching out to students, most often, there is the "WHOLE OTHER"). Must connect to resources and support them to help turn the hopeless situation into a hopeful situation.

Matt: Identifying at risk students within first week (IJPE by Joan Horton - risk factors for college students). Identify and then interventions need to be developed.

Patrick - finances, jobs, kids,. Lack self-discipline, self-efficacy, 1st gen students, etc.

Requires interactions, and lots of work.

Tim - Campbell has a reintegration program that has a lot of bureaucracy (I couldn't even get lead). Most have no reintegration program.

Picture of Durel Crosby Sankofa

Re: Institutional Contexts

by Durel Crosby Sankofa - Wednesday, 12 June 2024, 11:43 AM

TQ1: What is the most effective way to help students get back on track.

TQ2: Each student gets an academic advisor that they meet with one-on-one. Also has a dean who handles petitions students use to try to catch-up.

MQ2: An intro course that teaches students how to study. Office hours.

BQ2: Mentors are available.

TQ3: This is usually at Dept. Chair or Dean level.

by Mary Moore - Wednesday, 12 June 2024, 11:43 AM

Team 2

Students who are struggling are at risk of leaving; they may not be receiving enough attention.

A connection with a faculty member is important for a student; needs a go to person.

Faculty are challenged to figure out how to help.

Making sure to interact with each student to establish a bond.

Reluctance of faculty to change what they are doing to accommodate the needs of this generation of students.

by Carissa Newton - Wednesday, 12 June 2024, 11:44 AM

Team #3: Team Get Out There

1. Interest for Tris is helping all faculty to incorporate methods to help students succeed. Will tries to work on pushing the program to be an active learning process with mentorship. Starting with positive habits. Works to create rich assessment instead of grades. Cohorts and Christine's goal is to keep the group together. Carissa's interest is in identifying when students need help and meeting them where they are at. Raizel is interested in professors being flexible enough to help the student engage further.

2. Office of Inclusion Excellence-Helped with payment plans and with job placements. Assisted Raizel to find a mentor. BUILD is a resources. CARE services at Tris' school. Unemployment, homelessness, food pantry... etc.

3. UINDY uses probation, but unsure of other programs, but from Raizel's story it sounds like she experienced a turnaround from participating in the program.

Topic 2: Student-Inspired Insights

Record insights from your group developed from discussions with students.

by Steve Beyerlein - Wednesday, 12 June 2024, 12:54 PM

Impressed by the self-knowledge, poise, and active listening of each of the speakers in their conference interactions that was a by-product of this transformational learning experience. They conveyed an enduring commitment to learning and the persistence required for positive outcomes across multiple classes and other responsibilities.

by Durel Crosby Sankofa - Wednesday, 12 June 2024, 12:57 PM

While speaking with the student the online group realized that sense of community and connectedness to the people at the institution was a tremendous factor. Cy noted, "students emphasized social and affective change much more than cognitive engagement in learning." This helped them have the confidence to ask questions, and the competence to find the right people to ask.

Topic 3: Session Take-Aways/Insights

Record your team's insights from this session.

by Tim Shenk - Wednesday, 12 June 2024, 12:40 PM

What have been the most impactful tools for performance - Hiba: Self-confidence that increased it through journaling. Experiences and how they impacted her. What I bring, see, do. One of the main things. Allowed to address debilitating anxiety. Control it.

Positive talk to self enables to see that she can improve self.

When you come into a room, how do you know what you learn and grow? Working together on the projects and activities through the different roles that I had perform. There were roles that had to be done.

Team Captain - overseer, making sure people are doing their tasks. Recorders.

What role did you think you couldn't do - ... Hiba: Spokesperson. I don't like talking a lot, anxiety. But found out that she could do it and allowed her to be more confident in self.

key takeaways - team work is very important to success, but team work is very distinct from group work. Taking the actual roles was instrumental in the growth.

Inspired by their turnaround. Enables us to be more compassionate ourselves.

isolation can be debilitating.

by Steve Beyerlein - Wednesday, 12 June 2024, 1:00 PM

The productive collaboration of multiple entities across campus above and beyond a robust/well-facilitated curriculum is required for realizing and sustaining these positive outcomes. Mary's insights about the ingredients for success resonated with me.

Putting Performance Measures for Mentoring Skills Into Practice

Facilitators: Tris Utschig, Kathleen Burke, Ingrid Ulbrich, Steve Beyerlein

Abstract/Description

Mentoring skills are some of the most challenging learning skills to develop. In this workshop, participants will engage directly to use one of three new performance measures that have been developed to assist users in the mentoring process. In this setting, participants will analyze how those skills have been used in the conference along with connecting them to personal contexts where mentoring is important, such as our own classrooms. A centerpiece of this workshop will be a case scenario role play where participants can practice applying a mentoring skill with feedback to improve performance. As a result of participating in this session, conference goers will walk away with an enhanced toolkit to support mentoring and lifelong learning across the nuances of multiple contexts.

Learning Outcomes

- Describe contexts where performance measures for mentoring can be applied
- Extract ways these measures can produce value by studying an example of where one has been used
- List contexts where these measures can be applied, including identification of areas one might want help to more effectively use the skill/measure
- Practice applying a measure to one or more case scenarios

Preparation (invest no more than 20 minutes on your own before the session)

Review the PowerPoint presentation providing an overview of the Mentoring Skills Book Project

Review the three performance measures, noting that the five bullets for each performance level on page 2 correspond to the five pairs of dimensions from page 1.

Encouraging Ownership Raising Expectations Developing Action Plans

Choose one measure and score a recent performance you observed where that mentoring skills was used. Do this by selecting statements under the various levels that are representative of the performance level observed. Write a one sentence justification for each selection.

Resources

- Putting Performance Measures for Mentoring Skills into Practice.pptx
- Measure for Developing Action Plans.docx
- Measure for Encouraging Ownership.docx
- Measure for Raising Expectations.docx

Facilitation Plan

1. Workshop Orientation (10 minutes)
2. Team formation and expectations (5 min)
3. Team brainstorming session (10 min)

Where have these three mentoring skills been used during the conference? (note: the “Team Time” sessions facilitated by Will Ofstad may be a helpful option to consider here)

How might the measures for these skills be used to support quality mentoring?

Post findings on the session forum

by Shannon Fischer - Wednesday, 12 June 2024, 1:42 PM

Developing Action plans happened the first day of this conference where we met with teams and conference mentors to discuss our personal goals. The 5 minute presentations raised expectations by requiring us to participate more deeply than we might have as we collaborated on a shared product encouraging ownership. In these session activities by assigning roles we raise expectations to complete our goals, not allowing anyone to sit back. We all take ownership in the processes experienced in this conference.

Short term or long term you can use these skills when advising students. As a mentor you can help them develop goals and take ownership of those goals. We can also work with other faculty mentors and guide them in supporting students through the mentoring sessions. Through mentoring sessions we can raise expectations and help students see how to extend their goals or helping them see the next steps toward achieving goals. To measure success we look at the student success in working through the process. For example, did the student successfully create and work through the creation of Developing an Action Plan.

The skills are the measure.

by Tim Shenk - Wednesday, 12 June 2024, 1:43 PM

a) Action Plan - most tangible (what are our goals, what is the process on our goals). Pre-conf Workshop focus on assessment was very important.

Raising - Students articulated how they didn't believe in themselves and came to believe they could do it
Using AI to raise expectations. Have students use it to enhance their capabilities.

Personal inspiration into incorporating assessment into my own life and courses I am teaching. Also part of taking ownership (thanks Stephen!!)

Taking ownership - Finding the mentor (that is not a close friend) - from handbook, so that we could be pushed (also part of raising expectations_). the connection of self growth between sessions and talks (Assessment can be used personally as well as within the class. So not limited to just one situation.). There is no Czar keeping us accountable.

b) Supporting mentoring - by creating the buy-in (in particular the ideals) with the students allows the student to understand. Helps create understanding and clarity and removes confusion. Defining what is going on allows us to meet them where they are and where they can be and what they can become. Provides a path to get from where we are at and where we can / want to get to. It provides means to describe what we need to work on, and gives a progression (sometimes without even intentionality). Some of these students can take the groundwork and begin implementing the growth for self.

Provides focus and means to devise plans.

The assigning roles came out not only in our own discussions and raising expectations in the pre-workshop, but it was also highlighted by the students, which encourages me to raise my own expectation and clarify roles in my own personal life and in classes I teach.

that transfer of ownership goes both ways. Completely agree.

by Durel Crosby Sankofa - Wednesday, 12 June 2024, 1:43 PM

A.) On "encouraging ownership", during the session on AI, participants were invited to do their own brief research, which encouraged buy-in.

On "develop action plans": On the first day, in the breakout the use of generative AI in the course planning process was mentioned. During the team time we recognized it was a big area for action planning.

b. The measures for these skills are essential in developing action plans that are of good quality.

by Ingrid Ulbrich - Wednesday, 12 June 2024, 1:47 PM

In part b), I like the idea of sharing measures for mentoring skills with the mentee -- so that they understand what and why you're using these skills with them. (I think that can also transfer ownership to them!)

by Carissa Newton - Wednesday, 12 June 2024, 1:49 PM

I do like this idea of sharing, it's amazing how they will grow into those expectations once they know.

by Tao Xing - Wednesday, 12 June 2024, 1:49 PM

I see Value Growth under "Raising Expectations" when we met in the breakroom to discuss various AI tools and their strengths and weaknesses.

by Steve Beyerlein - Wednesday, 12 June 2024, 1:50 PM

The skills have robust definitions that promote shared understanding about what these skills mean. The statements are helpful in rating current performance, isolating key elements. Other resources may be needed to develop action plans for improving capability with each skill in specific contexts.

4. Case scenario preparation - in large group (10 min)
5. Case scenario role play - in small groups (25 min)
 - Half the groups will present while others observe and provide feedback using the performance measures
 - Then groups will switch roles
6. Large group report out (20 min)
 - Record (on the session forum) lessons learned from using the mentoring skill performance measures as coaching tools
 - Facilitators provide feedback on alignment of themes that were present in the posts from the brainstorming session (3c)
 - Collect information about what types of support participants would like going forward to help them use these tools effectively

Insights/Lessons Learned

- Mentoring relationships need not be only one-way -- there can be mutual mentoring as a relationships develops. This is one way that mentors grow as mentors.
 - The role model scenario creates empathy for the assessor and keeping in mind both the mentor's and mentee's feelings and their challenges in using and receiving the skills.
 - Using these roles in the scenario raises the consciousness of each of them -- preparing about what they mean, how you can use them in action.
-
- Tip: If you are focusing on certain mentoring skills in your own work as a mentor, prepare by reviewing the measures to think about how you want to grow your performance when the moment comes.
 - Mentoring skills are interrelated. With this set they can be sequential: taking ownership has to happen first, then you can raise expectations, and then create the action plans to achieve them.
 - This set of mentoring skills interrelates well with the GROW model (goal, reality, options, W____) and could be an easy start to a new mentoring relationship.
 - The three mentoring skills helped me in the mentor role give really effective feedback & advice by being focused.
-
- Tip: Choose the mentoring skill you want to grow in a mentoring session. This helps you see more ways to use an apply that skill. You can also ask the assessee for feedback on your use of the skill.
 - Tip: As your mentor/mentee relationship develops, you can better select a/the mentoring skill that will help a mentee develop the most, given their current context and level of performance.
 - Tip: Keep the focus of a mentoring session narrow helps you make more progress on the mentee's issue.
 - Tip: For different mentoring contexts, one may be able to develop a "short list" of key skills to start with as you build a new mentor/mentee relationship.

7. Closure (10 min)

- Outline what the Mentoring Skills Book Performance Measure Book Project has produced to date
- Extend invitation to join in performance measure development for the remaining mentoring skills
- Complete online session assessment form

Case scenario 1:

A new colleague is joining your team and you have been paired as their mentor. Your department culture has been one where new colleagues jointly develop their annual goals with their mentor and meet weekly to discuss progress and receive feedback. This new colleague is coming to you have previously been a teaching assistant supporting a freshman level foundational course in your discipline for two years, and then a post doc focused on an externally funded research project that aligns with your research interests but does not share much of a common literature base with what you have studied. This new colleague identifies as female, is a second generation American and a first-generation college student.

Using this information, you will role play the first 5 minutes of your first mentor-mentee meeting with this new colleague. Your department typically asks you to do the following in that first meeting: identify common areas of interest, document their goals and discuss how they align with annual or other review criteria, and to generate a list of possible connections you can foster moving forward to support this colleague's growth. You have an additional agenda item, which is to develop your own ability as a mentor. Specifically, you want to increase your capability in using the three mentoring skills provided in this workshop (Encouraging Ownership, Raising Expectations, Developing Action Plans) to support your growth as a mentor.

Case scenario 2:

You are mentoring the leader of a student organization for which you are the advisor. The student has been very active in the club for the past two years, including recruiting other students to join and helping organize events. The club has been quite successful, with over 20 participating members, and needs to sustain modest funding (perhaps ~2k/yr beyond department funding). This student is very personable and easily interacts with a variety of faculty and alumni who participated in the club. This student does struggle academically. They have a GPA around 2.6, have had to repeat a couple of courses, and they are now at a point where continuing this pattern may extend their graduation date significantly. This student identifies as African American and has a sister also enrolled in college on track for a medical degree.

Using this information, you will role play the first 5 minutes of your first mentor-mentee meeting with this student. You have had this student in two classes before, where they performed well, earning a B in both classes. This is your first meeting with them ahead of the inaugural club event for the semester. Your department has a policy that students must be in good standing (semester GPA of 2.5) to be a club leader. Besides helping this student to be successful in balancing their new role with their academic needs, you have an additional agenda item, which is to develop your own ability as a mentor. Specifically, you want to increase your capability in using the three mentoring skills provided in this workshop (Encouraging Ownership, Raising Expectations, Developing Action Plans) to support your growth as a mentor.

How to Overcome Growth and Self-Growth Impediments

Facilitators: Cy Leise and Dan Apple

Abstract/Description

Recent PE scholarship has defined 62 specific impediments within ten categories that illustrate the pervasiveness of the factors that can disrupt growth and self-growth. For each impediment, a strategy has also been identified that is adaptable to most relevant situations. In this session, participants will be asked to generate sample profiles as a basis for exploring what growth and self-growth impediments are likely to exist. After identification, it is essential to discover or hypothesize recommended strategies. The session outcome will be insights on how individuals can (a) identify impediments, and (b) devise strategies to overcome specific impediments.

Learning Outcomes

- Become familiar with growth and self-growth impediments.
- Identify potential impediments from self or team generated profiles.
- Formulate insights about how strategies can be intentionally initiated and effectively implemented

Preparation

Review the “Facilitation Plan” for the session.

Review the resource “Impediment Session Models” for an extended example with insights.

For further background and useful tables, review the paper “Addressing Impediments to Building Self-Growth Capabilities”.

Brief summary of the PE theory of impediments

Process Education (PE) has evolved beyond Framework I (learning and performance) to Framework II (growth and self-growth) by recognizing that personal development is a PE cornerstone that has been less attended to than educational design and facilitation. Every successful theory is bolstered by a theory of change (Brown, 2020) that captures the most important elements and perspectives of the theory in an explanation of how individuals or organizations actually implement such change in real contexts. Two elements of the PE theory of change are pursuit of growth and overcoming of impediments to growth. Self-growth adds the additional challenge of moving motivation (Ryan et al, 2021) away from external concerns and influences (extrinsic motivation) toward aims that are consciously and freely chosen (intrinsic motivation). It may seem that a focus on impediments is counter to a positive emphasis on growth but clearly individuals vary in personal strengths and characteristics that create unique challenges to attaining self-growth capability. Without addressing impediments, growth and self-growth will be limited in range and fullness.

Brown, M. (2020). Unpacking the theory of change. *Stanford Social Innovation Review*, 18(4), 44–50.

Ryan, R. M., Deci, E. L., Vansteenkiste, M., & Soenens, B. (2021). Building a science of motivated persons: Self-determination theory’s empirical approach to human experience and the regulation of behavior. *Motivation Science*, 7(2), 97–110. <https://doi.org/10.1037/mot0000194>

Resources

- Addressing Impediments to Building Self-Growth Capabilities.docx
- Impediments Session Models.docx

Facilitation Plan

1. Introductions: Each participant will be invited to identify new intentions for their personal or professional life. (5 - 10 minutes)
2. Review of the ten classes of impediments and the tables with specific impediments and strategies. (10 min)
3. Join a randomly assigned group of 3-5 for a group discussion. (45 min.)
4. Instructions for group discussion
 - a. Select a Recorder who will post, in the session forum, brief descriptions of profile samples discussed, the impediments identified, and tips (insights) for addressing these.
 - b. Select a Spokesperson to share, after the exercise, the team's best tips (a) for identifying impediments, and (b) for addressing impediments.
 - c. Discretely describe profiles of several persons imagined or unknown to anyone present. Avoid names or information that could allow others to recognize who you are thinking of—unless it's a public figure like Patrick Steward in the model resource ("Impediment Session Models"). Don't spend a lot of time creating detailed profile samples but they might include general life roles, attitudes about work and family, personal adjustment issues, aspirations, history of successes and failures, warmth, openness, neuroticism, and opportunities available to the profile person.
 - d. Describe an intention each profiled "person" could embrace regarding growth and self-growth. Using profile information, identify possible impediments that the profiled person could face in implementing their growth or self-growth intentions.

by Matthew Watts - Wednesday, 12 June 2024, 2:29 PM

Patrick	Intention: Younger brother undergoing difficult period in life, separation of family, loss of job, potential eviction. Needed money for rent and have loaned money in the past. How to confront brother about repayment of the loans. Impediment: Family expectations - Patrick wants to be a good brother but also a good husband and the two family members have different expectations. Fear of Failure - Patrick doesn't want to ruin the relationship with his brother
Peter	Intention: Self care plan of walking regularly but experiencing pain Impediment: Maintaining comfort zones - Peter wants to maintain the routine of walking
Matthew	Intention: Helping new members feel welcomed into the academy Impediment: Motivation and self-discipline: avoidance behavior and distractions
Mary	Intention: How to prioritize commitments once retired Impediment: Social norms - everyone has a set of expectations once retired

by Julie Gahimer - Wednesday, 12 June 2024, 2:37 PM

Anxiety is debilitating to success and causes mental blocks. Self-perpetuating. It can be approached with process education.

We looked at various examples of impediments to growth in certain situations. One example was not approaching freshman students to see if they needed help in the course. Juniors and Seniors were asked if they needed help. The assumption was that the class was easy, and they did not need to offer assistance.

Insights:

This kind of approach can apply to professional as well as personal situations.

Identify impediments and develop strategies to address them.

Reflect on the way she conducts her course. Teamwork is the key to change and identifying solutions.

Monitor situations to get the observations you need.

Metacognition- thinking about thinking
Prepare metacognitively.
Using this model can be helpful to utilize before a crisis.
Intersubjectivity issues.
You don't have to hit up the person in their most sensitive ways.

- e. For each identified impediment, suggest a strategy for addressing it. [Table 3, pp. 19-25, in the background paper (Addressing Impediments to Building Self-Growth Capabilities) provides strategy ideas for each impediment in the taxonomy.]

by Matthew Watts - Wednesday, 12 June 2024, 2:29 PM

Patrick	Impediment: Family expectations - Patrick wants to be a good brother but also a good husband and the two family members have different expectations. Fear of Failure - Patrick doesn't want to ruin the relationship with his brother Growth Objective: Clarify mutual expectations - the expectations mutual to Patrick, his wife, and his brother.
Peter	Impediment: Maintaining comfort zones - Peter wants to maintain the routine of walking Growth Objective: Being adaptable - having a different workout that would adapt to this physical condition, using a walking stick and knee wrap.
Matthew	Impediment: Motivation and self-discipline: avoidance behavior and distractions Growth Objective: Prioritizing - balancing this intent with other priorities so that opportunities are not missed
Mary	Impediment: Social norms - everyone has a set of expectations once retired Growth Objective: Improve scripting - personal unscheduled play time that nobody else can interfere with.

- f. For the Spokesperson's report, gather one insight from each participant about the challenges of identifying impediments and a second about addressing impediments.

by George Dombi - Wednesday, 12 June 2024, 2:40 PM

Others can observe my impediments better than I can identify them myself - team work, or a partner can help one identify and overcome their impediments.
There are impediments in all areas of life not just in education.
Having a list of Impediments helps to focus one's attention on possible impediments.
Do not have to meet other's impediments but can do it on the side.

5. After the exercise, in a round-robin, the Spokespersons will report on their team's top two or three tips (insights) about the challenges (a) of identifying impediments, and (b) of addressing identified impediments. (15 min.)
6. Complete the online Session Assessment form.

Growing into Your Ideal Self

Facilitators: Wade Ellis and Dan Apple

Abstract/Description

This session will help attendees grasp components of the latest working model for Process Education Framework II that includes self-growth capabilities that helps one to become their ideal self. In an interactive format participants will explore performance descriptions, performance criteria, and best practices for five key roles: Guide, Director, Coach, Scriptwriter, and Performer. This will include appreciation why each of these roles are essential. Participants will receive excerpts of a new book in development titled Growing into Your Ideal Self. Participants will work in teams that have at least one experienced self-growth project participant. This will afford an opportunity to hear from Academy Members who have strengthened their self-growth journeys by participating in Self-growth Institutes, the 2021-23 PE Experts Project, and the ongoing Self-growth Development Project. The session will conclude with a brief discussion about the opportunity to join the self-growth project by participating in the June 24-28 UC Santa Cruz Self-Growth Institute.

Learning Outcomes

- Understand and embrace the five roles of Self-Growth impediments.
- Realize how the profile of each role supports the Growth Cycle.
- Become more insightful, intentional, growth oriented, autonomous, and productive during the 2024/2025 academic year

Resources

Becoming Your Ideal Self Through Self-Growth (PowerPoint; pptx available here)

Roles (all pdf): Guide | Director | Coach | Scriptwriter | Performer

Growth Cycle (pdf)

Plan

1. Setting the Stage: Characteristics and Five Roles (10 minutes)
2. Small Group Discussion/Moodle Forum Posting: 10 minutes for each round In each round have a brief round robin discussion where team members share how much of this role they are currently playing, explicitly or implicitly. In addition, identify at least one purpose or characteristic that team members would like to develop more fully. At the end of each round compose and post two insights (the links to each topic of the forum are available below; please use these for collection team insights). At your discretion, feel free to use the Insight Generator AI.
3. The resources provided are drafts of chapters from a new book titled: Becoming Your Ideal Self Through Self-Growth. The first 1-2 pages of each will be a useful reference in this workshop. The remainder of each document is a support tool for implementing new intentions around each role during the next year.
 - Guide Role: (6 minutes of team time – 3 minutes sharing selected insights)
 - Growth Cycle: (6 minutes of team time – 3 minutes of sharing selected insights)
 - Coach Role: (6 minutes of team time – 3 minutes of sharing selected insights)
 - Scriptwriter Role: (6 minutes of team time – 3 minutes sharing selected insights)
 - Performer Role: (6 minutes of team time – 3 minutes of sharing selected insights)

4. Session Wrap Up: 20 minutes (includes hearing self-growth journeys of several PE Experts)
5. Complete the online Session Assessment form.

Guide Role
by George Dombi - Thursday, 13 June 2024, 9:38 AM
<p>Group 1 - Kathy, Colleen, Mila, George, Durel</p> <p>OBSERVATION: the guide requires you to get in touch with your inner consciousness and you must listen to that voice. This was the starting point for ChatGPT - Insight Generator.</p>
by Kathleen Burke - Thursday, 13 June 2024, 9:39 AM
<p>OBSERVATION: the guide requires you to get in touch with your inner consciousness and you must listen to that voice</p> <p>To guide you in getting in touch with your inner consciousness and listening to your inner voice, let's use the TOISE model to analyze and reflect on this process:</p> <p>Theme (T):</p> <p style="padding-left: 20px;">Inner Consciousness and Intuition</p>
<p>Observation (O):</p> <p style="padding-left: 20px;">Engaging with inner consciousness requires quieting the mind, paying attention to subtle cues, and fostering a deep sense of self-awareness. This process involves listening to the intuitive voice that often provides guidance and insights beyond logical reasoning.</p> <p>Implications (I):</p> <p style="padding-left: 20px;">By connecting with inner consciousness, one can gain profound personal insights, enhance decision-making, and improve emotional well-being. This practice can lead to a greater understanding of oneself and the world, fostering a sense of peace and purpose.</p>
<p>Significance (S):</p> <p style="padding-left: 20px;">The significance of engaging with inner consciousness extends beyond individual benefits. It can improve relationships, increase empathy, and contribute to more mindful and intentional actions in daily life. This practice can also enhance creativity and problem-solving abilities.</p> <p>Expanded Impact (E):</p> <p style="padding-left: 20px;">In the long term, regularly listening to inner consciousness can lead to transformative personal growth, increased resilience, and a deeper connection with others. It can inspire positive changes in various aspects of life, from career to personal relationships, and contribute to overall well-being.</p>
by Joshua Morrison - Thursday, 13 June 2024, 9:42 AM
<p>Guide role requires identifying core beliefs & values; cannot reflect on things that are critical to you without this.</p> <p>Role for habit and building positive habits/routines. Coach role is about growing capabilities to develop fundamental practice. Self-growth like brushing one's teeth; part of routine.</p>
by Julie Gahimer - Thursday, 13 June 2024, 9:42 AM
<p>The public is familiar with the growth and fixed mindset from Carol Dweck. We can leverage the idea of the guide.</p> <p>It is not easy being a guide, you will continually meet resistance. Need to continually adapt to new situations.</p>

by Tynnetta Muhammad - Thursday, 13 June 2024, 9:42 AM

What we have discussed is that it can be difficult to utilize our internal guide. Sometimes we get so busy and distracted in life, we don't utilize the ability of the guide. Referring to the Guide document, we noticed the self-growth concept and how we impede on our own potential. Sometimes we are creating a block. We are understanding the intuitive nature of our guide. We are using the guide to help us get to the destination on the map. In our lives developing the practice of weekly reflection to fine tune our guide. Using reflections will allow us to make it more aligned to our over arching goals.

by Ingrid Ulbrich - Thursday, 13 June 2024, 9:43 AM

This is the Guide in yourself. Everyone needs to have this Guide mentality; it should be yours personally and that power not given away to others (ought self). Often when you're stuck, and stuck growing, you may want to call on the Guide to find the next direction you need to go. The Guide supports self-awareness so that you are on your own path. This is the high-level view of your life and where you want to take it.

The Roles are different perspectives on your life and performance that allow you to put a different lens on any aspect of your life.

by David Leasure - Thursday, 13 June 2024, 9:46 AM

connecting to greater questions in life (gaining spiritual insight and generating wisdom) while maintaining equanimity as you are handling doubt

by Durel Crosby Sankofa - Thursday, 13 June 2024, 9:47 AM

Second Observation: The guide reveals the ways your activities are in or out of alignment with the intentions and goals of your target (the ideal self).

GPT Response: Let's analyze the process of understanding alignment with your ideal self using the TOISE model:

Theme (T):

Alignment with the Ideal Self

Observation (O):

The guide suggests that by reflecting on your activities and intentions, you can determine whether they align with your goals and the vision of your ideal self. This process involves self-assessment, identifying discrepancies, and making necessary adjustments to bring your actions in line with your personal aspirations.

Implications (I):

Regularly examining your activities and intentions can lead to a clearer understanding of your progress towards your ideal self. It can reveal areas where you may need to adjust your actions or mindset. This practice encourages continuous personal growth, self-awareness, and alignment with long-term goals.

Significance (S):

The broader significance of this practice lies in its potential to foster a more intentional and fulfilling life. By aligning your daily actions with your long-term goals, you create a cohesive path towards personal development. This alignment can lead to greater satisfaction, achievement, and a stronger sense of purpose.

Expanded Impact (E):

Over time, aligning your activities with your ideal self can lead to profound personal transformation. It can enhance your emotional well-being, strengthen relationships, and improve your overall quality of life. Additionally, it can inspire those around you to pursue their own ideal selves, creating a ripple effect of positive change.

Self-Growth Tip:

Regularly review your goals and intentions. Reflect on whether your daily activities support these goals and make adjustments as needed. This can help ensure that your actions consistently lead you towards your ideal self.

<p>Observational Skills Enhancement Tip:</p> <p>Develop a habit of mindful self-assessment. Pay attention to how your actions align with your goals and values. This practice can improve your ability to recognize and correct misalignments, fostering greater personal growth</p>
<p>Interactive Prompts:</p> <p>Provide a detailed score of the observation using the 10 criteria 4-level rubric for evaluating an observation. Elevate this observation so it can obtain a perfect score of 40. Score this observation using the TOISE model. Five Intentions Derived from the Insights:</p>
<p>Goal Setting: Clearly define your goals and the attributes of your ideal self. Write them down and review them regularly to stay focused and motivated.</p> <p>Self-Assessment: Incorporate regular self-assessment practices into your routine. Reflect on your actions and whether they align with your goals.</p>
<p>Adjustments: Be willing to make necessary adjustments to your actions, habits, and mindset to better align with your ideal self.</p> <p>Mindful Living: Practice mindful living by staying present and aware of your daily activities and how they contribute to your long-term goals.</p>
<p>Support System: Surround yourself with supportive individuals who encourage your growth and help you stay accountable to your goals.</p> <p>By following these steps and intentions, you can more effectively align your actions with your ideal self, fostering continuous personal development and a fulfilling life.</p>
<p>by Kathleen Burke - Thursday, 13 June 2024, 9:50 AM</p>
<p>From Self-Growth Coach: GPT</p> <p>To get in touch with your inner consciousness and listen to that voice, consider the following reflective practices and strategies from the documents provided:</p>
<p>Reflection and Introspection: Begin with deep introspection to understand your past experiences, strengths, weaknesses, and aspirations. Reflect on your life journey, considering both successes and failures. This practice helps in gaining clarity about your true self and your path forward.</p> <p>Strategic Foresight: Use the insights gained from reflection to inform your future strategies. This means setting clear, intentional goals that align with your values and vision of your ideal self. This strategic foresight is critical in transforming insights into actionable plans.</p>
<p>Intentional Action: Develop a structured yet flexible plan that outlines specific steps towards achieving your goals. This includes setting short-term and long-term objectives, identifying potential challenges, and determining how to overcome them. The emphasis should be on intentional growth and continuous improvement.</p> <p>Adaptive Execution: Implement your plans while remaining open to adjustments as you gain new insights and experiences. This adaptive execution ensures that you can navigate changes and unforeseen challenges effectively. Regularly assess your progress and be willing to refine your strategies as needed.</p> <p>Mentoring and Coaching: Engage in mentoring or coaching relationships that can provide guidance, support, and feedback. A mentor or coach can help you see blind spots, challenge you to grow, and provide valuable perspectives on your journey. These relationships can be pivotal in enhancing your self-awareness and growth capabilities.</p>
<p>Quality of Life (QoL) Focus: Incorporate practices that enhance your overall quality of life, such as maintaining a balance between personal and professional life, engaging in activities that bring joy and fulfillment, and nurturing your physical and mental well-being. This holistic approach ensures that your growth journey is sustainable and enriching.</p>

Ethical and Value-Based Decisions: Make decisions that are aligned with your core values and ethical principles. This alignment creates a sense of integrity and purpose in your actions, reinforcing your commitment to your growth journey.

By integrating these practices into your daily life, you can effectively connect with your inner consciousness and listen to the voice that guides your growth. This approach not only fosters personal and professional development but also enhances your overall quality of life and sense of fulfillment.

Profile of a quality GUIDE - synthesis of these insights

by Dan Apple - Friday, 21 June 2024, 8:01 AM

These are the synthesized characteristics of a Guide produced from the insights shared from the 7 teams of the PE Conference.

Profile of the Guide:

The Guide:

- Helps you to listen to your inner voice (Ideal Self) to know when you are being true to self
- Plays the role of your inner conscious, lets the body know when you are not walking the walk of your own talk

- Reflects on your own past, to determine if past activities and actions align with one's own vision for living one's on life.
- Determines which past choices align with intentions and helps figure out the why when they don't align.
- Determines the inner compass by defining one's belief system, QoL framework, and core values.
- Knows when one is conscious of intentional action towards Becoming Your Ideal Self, especially in growing and moving forward to developing capabilities required for realizing intentions.

- Has not just a growth mindset, but a Self-Growth Mindset where every impediment of Becoming can be productively addressed through Self-Growth.
- Wills the other roles to persist in one's self-growth journey, especially when they come across impediments to self-growth.
- Values all forms of reflection, but especially weekly reflection so that one examines how one lives life and becomes wise by producing meaningful insights.
- Recognizes when we become our own impediment towards Becoming by sensing it and taking the time out to discover the reason for each impediment.

- Builds the trust in one's own intuition by reflecting on past decisions and actions, so the other roles can decide and act on this intuition.
- Helps to provide the vision of Ideal Self and updates this vision continuously.
- Explores the various ought selves, so they understand why the pressures exist of Becoming something else rather than Becoming One's Ideal Self.
- Perceives the rate of Becoming and can figure out why the rate of Becoming has slowed down or stopped.
- Keeps increasing self-awareness and self-knowledge and develops reasoning and aligned feelings for this being.

- Connects the micro decisions, behaviors, actions, and feelings to the big picture of life and can cipher when and why of inconsistencies.
- When reflecting, can take on the perspectives of the four other roles.
- Helps increase the quality of all life domains: spiritual, mental, physical, emotional, social, environmental-ly, and psychological by knowing what these are and monitoring their realization.

- Helps all roles with maintaining equanimity and reducing self-doubt by creating QoL criteria so all decisions and actions align with Becoming.

Elevation of the Self-Growth Coach Edits to this Profile of a Guide

by Dan Apple - Saturday, 22 June 2024, 8:12 AM

Profile of the Guide

Inner Consciousness and Self-Awareness

- Inner Voice Connection: Helps you to listen to your inner voice (Ideal Self) to know when you are being true to yourself.

- Inner Consciousness: Plays the role of your inner consciousness, alerting you when you are not walking the walk of your own talk.
- Building Trust in Intuition: Builds trust in your intuition by reflecting on past decisions and actions, enabling other roles to decide and act based on this intuition.
- Increasing Self-Awareness: Continuously increases self-awareness and self-knowledge, developing reasoning and aligned feelings for your being.

Reflective Practice and Alignment

- Reflective Practice: Reflects on your past to determine if past activities and actions align with your vision for living your life.
- Valuing Reflection: Values all forms of reflection, especially weekly reflection, to examine how you live your life and produce meaningful insights to become wiser.
- Alignment and Intention: Determines which past choices align with your intentions and helps you figure out why they don't align when they don't.
- Overcoming Self-Impediments: Recognizes when you become your own impediment toward becoming your Ideal Self, senses it, and takes the time to discover the reasons for each impediment.

Defining and Guiding Vision

- Inner Compass: Defines your belief system, Quality of Life (QoL) framework, and core values to determine your inner compass.
- Vision of Ideal Self: Provides and continuously updates the vision of your Ideal Self.
- Understanding Ought Selves: Explores various ought selves to understand why pressures exist to become something other than your Ideal Self.
- Rate of Becoming: Perceives the rate of becoming and can identify why the rate has slowed down or stopped.

Conscious Action and Growth Mindset

- Conscious Action: Recognizes when you are consciously taking intentional actions toward becoming your Ideal Self, especially in growing and developing the capabilities required for realizing your intentions.
- Self-Growth Mindset: Embraces not just a growth mindset, but a Self-Growth Mindset, where every impediment to becoming can be productively addressed through self-growth.
- Persistence in Self-Growth: Encourages persistence in your self-growth journey, especially when encountering impediments to self-growth.

Holistic Perspective and Equanimity

- Connecting Micro and Macro: Connects micro decisions, behaviors, actions, and feelings to the big picture of life, deciphering inconsistencies in the when and why.
- Perspective Taking: When reflecting, can adopt the perspectives of the four other roles (Scriptwriter, Director, Coach, Performer).

- **Enhancing Life Domains:** Helps improve the quality of all life domains—spiritual, mental, physical, emotional, social, environmental, and psychological—by knowing what these are and monitoring their realization.
- **Maintaining Equanimity:** Assists all roles in maintaining equanimity and reducing self-doubt by creating QoL criteria to ensure all decisions and actions align with becoming.

By embodying these characteristics, the Guide supports continuous personal growth and alignment with one's Ideal Self, fostering a fulfilling and intentional life journey.

Director Role

by George Dombi - Thursday, 13 June 2024, 9:54 AM

Group 1 - Kathy, Colleen, Mila, George, Durel
Identify strategic intentions

by Tynnetta Muhammad - Thursday, 13 June 2024, 9:54 AM

We are seeing that the Director is over the high order thinking and delegator for the other thought processes. In relation to our role at a University , the Director is imperative to our departments to make decisions and higher order goals. The Directors are the ones who make the strategic plans. Each move is intentional and purposeful. As we go more in-depth, the Director is the one who calibrates or decodes what the compass is telling us. The director is more like an interpreter of the compass to make sure the final destination is where we want to go. The Director is able to adjust based on how and where we want our destination to be.

by Ingrid Ulbrich - Thursday, 13 June 2024, 9:54 AM

Whereas the Guide helps you find your path, the Director tells you how to follow it. Everyone has a Director because we all do actions. But the Director without a Guide means you may be running all over without intention. The Director needs to collect all of the data before making a decision. They need to manage both the big and small pictures, and the connection between them to connect the current week to the annual plan to the life plan.

by Julie Gahimer - Thursday, 13 June 2024, 9:54 AM

Director is in charge of your plan and strategies to stay and fulfilling plan.
Looking back on the past week for good things and not so good things and the director will make a plan.
Looking glass analogy. Looking into a clear mirror vs looking into one that is cloudy.

by Joshua Morrison - Thursday, 13 June 2024, 9:55 AM

Director role is empowering as the individual creates the intention that the scriptwriter instantiates.
Director role has potential to increase self-confidence. The insights the Director develops can improve self-efficacy. Helps the learner self-direct their learning.

by Kathleen Burke - Thursday, 13 June 2024, 9:55 AM

From the Self-Growth Coach

The role of the Director in the Growth Cycle is crucial for defining strategic intentions, identifying insights, and recognizing impediments that may hinder the achievement of new goals. Here are some steps and strategies to effectively perform this role:

Identifying Insights

Reflective Practice:

Regular Reflection: Engage in regular reflective practices to review past actions and outcomes. Use journals or structured reflection sessions to capture key learnings.

Feedback Analysis: Gather feedback from various sources such as peers, mentors, and self-assessments. Analyze this feedback to identify patterns and insights.

<p>Data Gathering:</p> <p>Performance Metrics: Collect and review performance metrics and other relevant data. This helps in understanding what has worked well and what hasn't.</p> <p>Environmental Scanning: Stay informed about external trends and changes in your field that may impact your goals. This includes market trends, technological advancements, and shifts in consumer behavior.</p>
<p>Defining Strategic Intentions</p> <p>Vision Alignment:</p> <p>Clarify Vision: Ensure that your strategic intentions align with your overall vision and values. This alignment ensures coherence and purpose in your actions.</p> <p>Set Clear Goals: Define specific, measurable, achievable, relevant, and time-bound (SMART) goals that support your vision.</p>
<p>Strategic Planning:</p> <p>Prioritize Goals: Determine the most important goals that need to be focused on. Prioritization helps in allocating resources and efforts effectively.</p> <p>Action Planning: Develop detailed action plans for each goal. Include timelines, required resources, and key milestones.</p>
<p>Identifying Impediments</p> <p>Root Cause Analysis:</p> <p>Identify Barriers: Use techniques such as root cause analysis to identify barriers that have previously hindered progress. This could include personal habits, resource limitations, or external factors.</p> <p>SWOT Analysis: Conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) to understand internal and external factors that may impact your goals.</p>
<p>Risk Management:</p> <p>Risk Assessment: Assess potential risks associated with your strategic intentions. Identify high-risk areas and develop mitigation strategies.</p> <p>Contingency Planning: Prepare contingency plans to address potential setbacks. This ensures readiness to pivot when unexpected challenges arise.</p> <p>Implementing the Director Role</p>
<p>Regular Review Meetings:</p> <p>Scheduled Reviews: Hold regular review meetings to assess progress, discuss insights, and refine strategies. These meetings help in staying on track and making necessary adjustments.</p> <p>Continuous Learning:</p> <p>Professional Development: Engage in continuous learning and development activities. This can include attending workshops, reading relevant literature, and seeking mentorship.</p> <p>Adaptability: Stay adaptable and open to change. Be willing to adjust your strategic intentions as new information and insights become available.</p>
<p>Practical Application</p> <p>Here is a practical application plan using the steps mentioned:</p> <p>Weekly Reflection Session:</p> <p>Spend an hour every week reflecting on the past week's activities. Identify key learnings and insights.</p>
<p>Monthly Strategic Review:</p> <p>Conduct a monthly review to align your goals with your vision. Set or adjust SMART goals based on current progress and insights.</p>

<p>Quarterly SWOT Analysis: Perform a SWOT analysis every quarter to identify new opportunities and threats. Adjust your strategies accordingly.</p>
<p>Regular Feedback Collection: Collect feedback from mentors, peers, and self-assessments on a regular basis. Use this feedback to refine your strategies and actions.</p> <p>Risk Assessment and Contingency Planning: Conduct a risk assessment for each major goal. Develop contingency plans to address potential challenges. By systematically engaging in these practices, you can effectively fulfill the role of the Director, ensuring that your strategic intentions are clear, insights are identified and utilized, and impediments are recognized and managed proactively.</p>
<p style="text-align: right;">by David Leasure - Thursday, 13 June 2024, 9:58 AM</p> <p>The director leads the “team of rivals” (metacognitively) to be true to the vision Amy, Cy, Aida, David</p>
<p style="text-align: right;">by Grace Onodipe - Thursday, 13 June 2024, 9:57 AM</p> <p>2 Key Insights about the Director are Intentionality and Responsibility A Director focuses on intentionality and is responsibility. Self-Growth Methodology is the Key methodology for the Director.</p>
<p>Upgraded Profile with clusters and flow</p> <p style="text-align: right;">by Dan Apple - Friday, 21 June 2024, 11:44 AM</p> <p>Profile of The Director</p> <p>Provides Strategic Direction and Plans</p> <ul style="list-style-type: none"> • Self-Growth Methodology: Utilizes the Self-Growth Methodology to effectively structure the self-growth journey.
<ul style="list-style-type: none"> • Strategic Life Plan: Creates a comprehensive strategic life plan, outlining long-term goals and milestones for the self-growth journey. • Strategic Direction: Offers clear strategic direction for life, including the setting of life goals and milestones. • Annual Success Measures: Defines annual measures of success that ensure the year is the best yet. • Weekly Outcomes: Establishes weekly outcomes that make each week excellent, providing clear short-term targets.
<p>Effective Decision Making</p> <ul style="list-style-type: none"> • Guided by Insights: Leverages the Guide’s insights for self-determination and to inform decision-making processes. • Clarifying Intentions: Interprets the compass’s guidance and clarifies intentions based on weekly insights, ensuring actions align with goals. • Evidence-Based Decisions: Acts as the high-level evidence-based decision-maker, using Quality of Life (QoL) criteria to optimize impact and QoL. • Alignment of Efforts: Ensures project efforts, weekly intentions, weekly outcomes, and decisions support annual success measures, project goals, and life goals.
<p>Empowerment</p> <ul style="list-style-type: none"> • Responsible Planning: Demonstrates responsibility, intentionality, and purposefulness in planning, ensuring alignment with long-term objectives. • Intrinsic Motivation: Ensures that intentionality is driven internally rather than by external factors.

- Confidence in Intentionality: Promotes constant intentionality, leading to increased confidence, with actions consistently enhancing QoL, impact, and personal growth.
- Empowering Roles: Empowers other roles by fostering confidence in their intentionality, akin to an entrepreneur, leading to significant achievements.

Leadership

- Intentional Relationships: Makes conscious choices about with whom to share the life journey, ensuring alignment with personal goals and values.
- High Expectations: Sets high expectations for the other roles, ensuring goals are realized and fostering a culture of excellence and accountability.

- Clarity of Purpose: Provides clarity of life's purpose and direction, facilitating effective action and progress.
- Vision Leadership: Leads the "team of rivals" (metacognitively) to remain true to the vision, ensuring cohesion and focus.

By embodying these characteristics, the Director ensures a strategic, intentional, and purpose-driven approach to life, aligning all actions and decisions with long-term goals and enhancing overall quality of life.

Coach Role

by George Dombi - Thursday, 13 June 2024, 10:03 AM

Group 1 - Kathy, Colleen, Mila, George, Durel

The coach elevates expectations and aligns with growth goals in order to lay out a plan.

This was the starting point of the AI - Self-Growth Coach program.

by Kathleen Burke - Thursday, 13 June 2024, 10:04 AM

From Self Growth Coach:

The role of the Coach in the Growth Cycle is pivotal for elevating expectations, aligning them with growth goals, and laying out a clear, actionable plan. Here are the key steps and strategies to effectively perform this role:

Elevating Expectations

Set High Standards:

Challenge Assumptions: Encourage the individual to challenge their assumptions about what is possible. Help them envision a higher level of performance or achievement.

Inspire Ambition: Use motivational techniques and examples to inspire higher ambitions. Share stories of success and resilience to elevate their aspirations.

Clear Vision and Purpose:

Align with Values: Ensure that the elevated expectations are aligned with the individual's core values and long-term vision. This alignment increases motivation and commitment.

Articulate Goals: Clearly articulate the higher expectations and the rationale behind them. This clarity helps in setting a focused direction.

Aligning with Growth Goals

Goal Setting:

SMART Goals: Work with the individual to set Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals. These goals should reflect the elevated expectations and be challenging yet attainable.

Long-term and Short-term Goals: Balance the focus between long-term visionary goals and short-term actionable goals. This ensures sustained progress and motivation.

<p>Personalized Growth Plan:</p> <p>Tailored Approach: Develop a growth plan that is tailored to the individual's strengths, weaknesses, opportunities, and threats. This personalization increases the relevance and effectiveness of the plan.</p> <p>Milestones and Benchmarks: Define clear milestones and benchmarks to track progress. These checkpoints help in maintaining momentum and making necessary adjustments.</p>
<p>Laying Out the Plan</p> <p>Detailed Action Plan:</p> <p>Break Down Goals: Break down the overarching goals into smaller, manageable tasks and activities. This breakdown makes the goals less overwhelming and more actionable.</p> <p>Timeline and Deadlines: Establish a timeline with specific deadlines for each task. This helps in maintaining a sense of urgency and accountability.</p>
<p>Resource Allocation:</p> <p>Identify Resources: Identify the resources required to achieve the goals, including time, money, tools, and support systems. Ensure that these resources are available or plan how to acquire them.</p> <p>Leverage Strengths: Leverage the individual's strengths and available resources to maximize efficiency and effectiveness.</p>
<p>Implementing the Coach Role</p> <p>Regular Check-ins and Feedback:</p> <p>Frequent Updates: Schedule regular check-ins to review progress, provide feedback, and adjust plans as necessary. These sessions help in keeping the individual on track and motivated.</p> <p>Constructive Feedback: Provide constructive feedback that focuses on both strengths and areas for improvement. Encourage a growth mindset by emphasizing learning and development.</p>
<p>Support and Encouragement:</p> <p>Encourage Persistence: Encourage persistence and resilience in the face of challenges. Highlight the importance of learning from setbacks and continuing to move forward.</p> <p>Celebrate Successes: Celebrate small wins and milestones. Recognize and reward progress to boost morale and motivation.</p>
<p>Practical Application</p> <p>Here is a practical application plan using the steps mentioned:</p> <p>Vision and Expectation Setting Session:</p> <p>Begin with a session dedicated to defining the individual's vision and elevating their expectations. Use this session to challenge their assumptions and set ambitious goals.</p>
<p>Goal Alignment Workshop:</p> <p>Conduct a workshop to align the elevated expectations with SMART growth goals. Develop a mix of long-term and short-term goals during this workshop.</p> <p>Action Planning Meeting:</p> <p>Hold a meeting to break down the goals into detailed action steps. Develop a timeline and assign deadlines for each task. Identify the necessary resources and how to obtain them.</p>
<p>Regular Check-ins:</p> <p>Schedule bi-weekly or monthly check-ins to review progress, provide feedback, and adjust the plan as needed. Use these sessions to maintain accountability and motivation.</p> <p>Feedback and Encouragement:</p>

Provide ongoing feedback and support. Encourage the individual to reflect on their progress and celebrate their achievements. Use these moments to reinforce their commitment to growth.

By systematically engaging in these practices, you can effectively fulfill the role of the Coach, helping individuals elevate their expectations, align them with their growth goals, and lay out a clear and actionable plan for achieving those goals.

by Joshua Morrison - Thursday, 13 June 2024, 10:04 AM

Coach role is identifier of potential/actual barriers; “internal assessor” of current performance.

Coach may be internal sounding board to give feedback on self-growth. Coach manages the intention of Director in the situation one finds themselves in.

Coach can also give feedback for individual when considering various roles; coach provides feedback on how the other roles are functioning. Thus the coach can improve the individual's performance in the other four roles.

by Julie Gahimer - Thursday, 13 June 2024, 10:05 AM

Coach says we can do it and makes the growth plan actionable.

Cheerleader, action-oriented, but how?

If you go astray, the coach brings you back to where you want to be.

by Ingrid Ulbrich - Thursday, 13 June 2024, 10:05 AM

The Coach helps you develop as a person (grow) as you (performer) carry out the intentions of the Director. They become the motivational power to achieve goals (performance development) and to become your ideal self. They help identify what growth will help that movement, and develop the plans and strategies to pursue that growth.

by Tynnetta Muhammad - Thursday, 13 June 2024, 10:05 AM

The coach is the one who pushes and encourages us on our path to the destination. Our coach is our middleman. The coach is the governor that bridges the actions of the director and the direction of the guide. The coach is the propellor and the catalyst in your evaluation process of your strategy. The coach makes and encourages you to question your methods of “why” you are doing what you are do. In relation to data analyst, they use a tool in asking “5 Why’s” Check the rationale of your journey and how it will improve who you are and your improving the three things, 1. Quality of life, 2. Impersonal impact on others, 3. Becoming who you want to become.

by Grace Onodipe - Thursday, 13 June 2024, 10:08 AM

Coach:

1. Serves as a bridge between the Guide and Director to ensure every growth effort is purposeful
2. Motivates and inspires, emphasizing the importance of self-regulation.

by David Leasure - Thursday, 13 June 2024, 10:10 AM

Cy, Aida, Amy, & David

Help the self, as a self-aware role-model, to stay on course, but adapt & overcome to do the most productive thing now

Profile of the Coach Based on Team's Insights

by Dan Apple - Saturday, 22 June 2024, 8:04 AM

Profile of the Coach

The coach

- Elevates expectations of one's capabilities.
- Is very intentional with investments in self-development, i.e., making sure that all efforts support Becoming your Ideal Self.

<ul style="list-style-type: none"> • Produces a comprehensive active growth plan for each growth opportunity. • Seeks and generates growth opportunities. • Identifies and leverages, each week, growth opportunities. • Challenges self-limiting beliefs.
<ul style="list-style-type: none"> • Is the motivator for increasing performance and wanting to grow. • Identifies the impediments to growth. • Selects growth objectives that help mitigate the impediments.
<ul style="list-style-type: none"> • Visualizes the specific desired behaviors of Ideal Self that has incorporated the growth objectives. • Produces the self-assessments that would be valuable to incorporate into the active growth plan. • Creates the assessment system that provides all the feedback to support sustainable growth.
<ul style="list-style-type: none"> • Provide timely feedback to the other roles that would help them to elevate their capabilities to carry out their functions. • Targets growth objectives that help to carry out the intentions.
<ul style="list-style-type: none"> • Provides performance mentoring, including the appropriate challenges, support, and feedback to grow the performances that help carry out the intentions and goals. • Implements the self-growth mindset with a can do it attitude and that no impediment is great enough to stop progress of Becoming.
<ul style="list-style-type: none"> • Takes on the challenges of all other roles and develops the intentional growth to address these challenges by increasing specific capabilities. • Provides the clarity of the growth development process for the moment so the performer can grow with the Guide's insights, the Director's intentions, and use the scriptwriter's plans to be effective in the moment.
<ul style="list-style-type: none"> • Encourages metacognition of efforts in the moment to see how the moment can enhance QoL, impact, and Becoming. • Wants to build capabilities to self-regulate intentions. • Constantly seeking ways to improve quality and productivity of the moment.
<p>Self-Growth Coach Edits of the Profile of the Coach Based on Team's Insights</p> <p style="text-align: right;">by Dan Apple - Saturday, 22 June 2024, 8:08 AM</p> <p>Profile of the Coach</p> <p>Elevating Capabilities and Expectations</p> <ul style="list-style-type: none"> • Elevates Expectations: Raises expectations of one's capabilities, fostering a belief in one's potential.
<ul style="list-style-type: none"> • Challenges Self-Limiting Beliefs: Identifies and challenges self-limiting beliefs that hinder growth. • Motivator for Growth: Acts as the primary motivator for increasing performance and the desire to grow. • Implements Self-Growth Mindset: Promotes a "can do it" attitude, emphasizing that no impediment is too great to stop progress toward Becoming.
<p>Intentional Development and Growth Planning</p> <ul style="list-style-type: none"> • Intentional Investments: Is very intentional with investments in self-development, ensuring all efforts support Becoming your Ideal Self. • Active Growth Plan: Produces comprehensive active growth plans for each growth opportunity.

- **Seeks Growth Opportunities:** Actively seeks and generates new growth opportunities each week.
- **Targets Growth Objectives:** Selects growth objectives that help mitigate impediments and carry out the intentions.

Feedback and Assessment

- **Produces Self-Assessments:** Develops valuable self-assessments to incorporate into the active growth plan.
- **Creates Assessment System:** Creates a robust assessment system that provides feedback to support sustainable growth.
- **Provides Timely Feedback:** Offers timely feedback to other roles to help them elevate their capabilities and carry out their functions effectively.

Performance Mentoring and Support

- **Performance Mentoring:** Provides performance mentoring, including appropriate challenges, support, and feedback to grow performances aligned with intentions and goals.

- **Identifies Impediments:** Identifies the impediments to growth and selects growth objectives to mitigate them.
- **Clarity of Growth Process:** Provides clarity of the growth development process, integrating the Guide's insights, the Director's intentions, and the Scriptwriter's plans.

Encouraging Metacognition and Self-Regulation

- **Encourages Metacognition:** Promotes metacognition in the moment to see how efforts can enhance QoL, impact, and Becoming.
- **Builds Self-Regulation Capabilities:** Aims to build capabilities for self-regulating intentions.
- **Improving Quality and Productivity:** Constantly seeks ways to improve the quality and productivity of the moment.

By embodying these characteristics, the Coach ensures intentional, strategic, and supportive development, guiding individuals to overcome challenges, maximize their potential, and align their actions with long-term growth objectives.

Scriptwriter Role

by George Dombi - Thursday, 13 June 2024, 10:08 AM

Group 1 - Kathy, Colleen, Mila, George, Durel

Scriptwriter helps turns Have -To do into Want - To do.

by Ingrid Ulbrich - Thursday, 13 June 2024, 10:15 AM

The scriptwriter pulls it all together, to sync input from the Director, Coach, and Guide, to lay out the plan of how to do the growth, pursue the intentions, as you stay on your guided path. This is the structured part of improv - the performer needs to do it in the moment, but the Scriptwriter makes the structure ahead of time. They create the schedule, and the schedule has some flex.

by Julie Gahimer - Thursday, 13 June 2024, 10:15 AM

Has the responsibility to make a plan to expand around life roles and the dimensions of wellness.

Make small plans each week that is attainable and done with intentionality.

Make the plans actionable but doable.

by Joshua Morrison - Thursday, 13 June 2024, 10:15 AM

Scriptwriter reinforces the notion of individual agency; bringing the intentions into practical steps/actions. Scriptwriter allows you to rehearse, develop a plan for circumstances - identify the KSAs needed in expected situations. Provides a cohesive plan; "glue that holds everything together" during the week.

by Tynnetta Muhammad - Thursday, 13 June 2024, 10:15 AM

The scriptwriter is the planner. For example they can think ahead and plan ahead. For example our spouses and partners are the one creating the moments to live by. They have the role to make sure everyone's role is heard while creating the script. The script writer has a pivotal job of making sure each part of the journey is intentional and has foresight. They are detailed oriented and action oriented . After the coach assess the impact level, then the script writer makes the adjustments based off of the course correction.

by David Leasure - Thursday, 13 June 2024, 10:17 AM

Cy, Amy, Aida, David: the scriptwriter creates high motivation to act by making task visibly doable through scripting of the actions

by Grace Onodipe - Thursday, 13 June 2024, 10:18 AM

Scriptwriter:

Detail-oriented planning, having consistency and structure for accomplishing strategic intentions.

by Kathleen Burke - Thursday, 13 June 2024, 10:20 AM

From self-Growth Coach

The role of the Scriptwriter in the Growth Cycle involves crafting a weekly plan that balances necessary tasks (Have Tos) with desired activities (Want Tos) to maximize quality of life (QoL). Here are the key steps and strategies to effectively perform this role:

Identifying Have Tos and Want Tos

List All Tasks:

Have Tos: Identify tasks that are mandatory or essential. These could include work responsibilities, household chores, appointments, and other commitments.

Want Tos: Identify activities that bring joy, satisfaction, and personal fulfillment. These might include hobbies, social activities, self-care practices, and personal projects.

Prioritization:

Categorize Tasks: Categorize each task under Have Tos or Want Tos. Prioritize the Have Tos based on deadlines and importance. Rank the Want Tos based on their potential impact on your quality of life and personal growth.

Incorporating Have Tos

Time Blocking:

Schedule Have Tos First: Allocate specific time blocks for the Have Tos in your weekly plan. Ensure that these tasks are distributed throughout the week to avoid overload on any single day.

Peak Productivity: Schedule demanding Have Tos during your peak productivity times to ensure they are completed efficiently and effectively.

Efficiency and Delegation:

Optimize Processes: Look for ways to complete Have Tos more efficiently. This could involve using tools, technology, or streamlined processes.

Delegate Tasks: If possible, delegate certain Have Tos to others to free up time for more meaningful activities.

Intentionally Incorporating Want Tos

Balance and Integration:

Daily Inclusion: Ensure that Want Tos are included daily, even if only for a short period. This helps maintain a balance and prevents burnout from only focusing on Have Tos.

Integration with Have Tos: Look for opportunities to integrate Want Tos with Have Tos. For example, listen to your favorite music or podcast while doing household chores.

Scheduled Enjoyment:

Set Appointments: Schedule Want Tos as appointments in your calendar to give them the same level of importance as Have Tos. Treat these activities as non-negotiable commitments.

Flexibility: Allow some flexibility in your schedule to accommodate spontaneous Want Tos. This can enhance your QoL by providing a sense of freedom and spontaneity.

Practical Planning Steps

Weekly Planning Session:

Review and Reflect: Start with a weekly planning session where you review the past week's accomplishments and reflect on what worked well and what didn't.

Plan Ahead: List all Have Tos and Want Tos for the upcoming week. Prioritize them and allocate specific time slots for each.

Daily Adjustments:

Morning Review: Each morning, review your daily plan and make any necessary adjustments based on your priorities and energy levels.

Evening Reflection: At the end of each day, reflect on what was accomplished and adjust the next day's plan accordingly.

Implementing the Scriptwriter Role

Tools and Techniques:

Use Planning Tools: Utilize planners, calendars, or digital tools to organize your schedule. Tools like Google Calendar, Trello, or a physical planner can help visualize your week.

Time Management Techniques: Employ time management techniques such as the Pomodoro Technique, time blocking, or task batching to enhance productivity.

Maintain Balance:

Check for Balance: Regularly check your schedule to ensure a healthy balance between Have Tos and Want Tos. Adjust as needed to avoid overloading on one type of task.

Self-Care and Well-being: Ensure that self-care activities are included in your Want Tos. Prioritize activities that enhance your physical, mental, and emotional well-being.

Example Weekly Plan

Here is an example of how to structure a weekly plan incorporating Have Tos (H) and Want Tos (W):

Monday:

Morning	Afternoon	Evening
Complete work project (H)	Attend meeting (H)	Go for a run (W)

Tuesday:

Morning	Afternoon	Evening
Household chores (H)	Work on personal hobby (W)	Family time (W)

Wednesday:

Morning	Afternoon	Evening
Client calls (H)	Lunch with a friend (W)	Read a book (W)

Thursday:		
Morning	Afternoon	Evening
Prepare for presentation (H)	Presentation delivery (H)	Yoga class (W)
Friday:		
Morning	Afternoon	Evening
Weekly review and planning (H)	Finish work tasks (H)	Movie night (W)
Saturday:		
Morning	Afternoon	Evening
Grocery shopping (H)	Gardening (W)	Dinner with friends (W)
Sunday:		
Morning	Afternoon	Evening
Relax and rest (W)	Plan next week (H)	Meditation and reflection (W)
<p>By following these steps and strategies, the Scriptwriter can ensure that both Have Tos and Want Tos are effectively incorporated into the weekly plan, maximizing productivity and quality of life.</p>		
<p>Profile of the Scriptwriter using the Insights of the teams</p> <p style="text-align: right;">by Dan Apple - Saturday, 22 June 2024, 9:34 AM</p>		
<p>The Scriptwriter:</p> <ul style="list-style-type: none"> • Listens to the voice of Ideal Self when making every choice. • Optimizes QoL where each choice is made using the QoL criteria. • Minimizes the Have to activities in life so one can maximize want to activities. • Seeks to increase weekly productivity by making choices that contribute to QoL, impact on weekly outcomes, or support Becoming. 		
<ul style="list-style-type: none"> • Provides greater weighting to growth opportunities and their preparation because these activities are the basis for transforming life. • Designs life moments by answering the what, why, how, when, where, and with whom for each chosen activity so that its inspection is done prior to its inclusion. • Is conscious of letting others own the activity thus freeing yourself of its obligation especially when its importance is greater on their script than yours. • Using the Guide's insights to have the fit of the activity flow between one activity to the next improved (improve the connectivity of activities). 		
<ul style="list-style-type: none"> • Prioritizes self-care and renewal so one's peak condition is greater at the end of the week than when one starts. • Ensures that the previous week's closure provides continuity to this week so unresolved issues are resolved this week. • Provides scheduled time for reflections: weekly, daily, and after-action so that one is ready for the next unit of life. 		
<ul style="list-style-type: none"> • Makes sure that 30 percent of life is unscheduled so that one can appropriately respond to unforeseen issues and life's amazing unpredictable opportunities. • Integrates the perspectives and resources provided by the Guide, Director, and Coach so the performer is more prepared for the weekly moments. • Provides the performance plans, with integrated active growth plans, so the performer can improve in the moment through their self-monitoring. 		

- Aligns life roles with the appropriate balance attention of each role's contribution based on the Guide's vision, Director's strategic intentions, and the focus of the Coach's growth objectives.
- Ensures the motivation of the performer because the likelihood of the Director's weekly outcomes and the Coach's growth objectives are both achievable.

Provides a weekly script that increases the agency of the performer week by week.

- Constantly seeks the identified opportunities that provides the new stimuli that changes the performers approach to deliberate changing context of life.
- Allocates the time for deliberate learning and preparation for the critical life moments scheduled for this and future weeks.
- Incorporate purposeful assessments designed by the Coach.

Self-Growth Coach Edits of the Profile of the Scriptwriter using the Insights of the teams

by Dan Apple - Saturday, 22 June 2024, 9:42 AM

Profile of the Scriptwriter

Alignment with Ideal Self and Quality of Life (QoL)

- Inner Voice Connection: Listens to the voice of the Ideal Self when making every choice.

- QoL Optimization: Optimizes QoL by making choices using the QoL criteria.
- Balancing Activities: Minimizes "have to" activities to maximize "want to" activities.
- Productivity and Impact: Seeks to increase weekly productivity by making choices that contribute to QoL, impact weekly outcomes, or support Becoming.

Tactical Planning and Design

- Prioritizing Growth: Gives greater weight to growth opportunities and their preparation as these activities are foundational for transforming life.
- Designing Life Moments: Designs life moments by answering the what, why, how, when, where, and with whom for each chosen activity, ensuring thorough inspection before inclusion.
- Delegation and Ownership: Is conscious of letting others own certain activities, thus freeing oneself from obligations, especially when the importance is greater for them.

Integration and Continuity

- Flow of Activities: Uses the Guide's insights to improve the connectivity and flow between activities.
- Week-to-Week Continuity: Ensures that the closure of the previous week provides continuity into the current week, resolving any unresolved issues.
- Scheduled Reflections: Provides scheduled time for reflections: weekly, daily, and after-action, to prepare for the next unit of life.
- Deliberate Learning: Allocates time for deliberate learning and preparation for critical life moments scheduled for this and future weeks.
- Purposeful Assessments: Incorporates purposeful assessments designed by the Coach.

Preparedness and Flexibility

- Unscheduled Time: Ensures that 30 percent of life is unscheduled to appropriately respond to unforeseen issues and life's unpredictable opportunities.
- Integrative Planning: Integrates perspectives and resources from the Guide, Director, and Coach to better prepare the performer for weekly moments.
- Performance Plans: Provides performance plans, with integrated active growth plans, enabling the performer to improvise through self-monitoring.

Motivation

- Motivation of the Performer: Ensures the motivation of the performer by making the Director's weekly outcomes and the Coach's growth objectives achievable.
- Weekly Script for Agency: Provides a weekly script that increases the performer's agency week by week.
- Identifying Opportunities: Constantly seeks new stimuli and opportunities that can change the performer's approach to the evolving context of life.

By embodying these characteristics, the Scriptwriter ensures a well-structured, intentional, and flexible approach to weekly planning, aligning actions with the Ideal Self and enhancing overall quality of life.

Performer Role

by George Dombi - Thursday, 13 June 2024, 10:21 AM

Group 1 - Kathy, Colleen, Mila, George, Durel

The performer is in the moment and needs to adjust the advice and wisdom of the Scriptwriter to insure quality of life is maximized.

by David Leasure - Thursday, 13 June 2024, 10:25 AM

Aida, Amy, Cy, David: the performer self-regulates (actions, feelings, interactions, progress to goal) in-the-moment through self-awareness, while creatively maintaining the goal & intentions in the face of the unexpected to deliver tangible outcomes

by Ingrid Ulbrich - Thursday, 13 June 2024, 10:25 AM

The Performer is the executor, taking all of the input from the other roles to do the actions of the week. They have to display the courage to act on that input -- they have to bring it to bear in the moment. When you see an opportunity, the guide can tell you it's on the path, the Director can say it fits the intentions, the Coach can encourage you to pursue it, and the scriptwriter can make the plan for the future -- but the Performer must take the step to make the opportunity happen. They must be on stage, going the best they can, without self-evaluation.

by Kathleen Burke - Thursday, 13 June 2024, 10:25 AM

From Self-Growth Coach

The role of the Performer in the Growth Cycle involves being fully present while implementing the plan and making necessary adjustments to ensure that quality of life (QoL) is maximized. Here are key steps and strategies to effectively perform this role:

Being in the Moment

Mindfulness Practices:

Mindful Awareness: Practice mindfulness to stay present and fully engaged in each task. Techniques such as deep breathing, meditation, and grounding exercises can help maintain focus.

Avoid Multitasking: Focus on one task at a time to improve efficiency and the quality of the work. Multitasking can dilute attention and reduce effectiveness.

Set Intentions:

Daily Intentions: Start each day by setting clear intentions for what you want to achieve. This can align your actions with your goals and keep you motivated.

Positive Mindset: Cultivate a positive and proactive mindset. Affirmations and visualizations can help reinforce your commitment to your goals.

Implementing the Plan


Action Steps:

Follow the Schedule: Adhere to the weekly plan created by the Scriptwriter. Ensure that both Have Tos and Want Tos are given appropriate time and attention.

<p>Task Execution: Approach each task with focus and dedication. Use productivity techniques like the Pomodoro Technique (working in focused intervals) to maintain momentum.</p>
<p>Time Management:</p> <p>Prioritize Tasks: Each day, prioritize tasks based on their importance and urgency. Ensure that critical Have Tos are completed, while also making time for Want Tos.</p> <p>Use Tools: Utilize tools like to-do lists, planners, and digital apps to track progress and stay organized.</p>
<p>Adjusting to Maximize Quality of Life</p> <p>Reflective Practice:</p> <p>Daily Reflection: At the end of each day, reflect on what went well and what could be improved. This helps in recognizing patterns and making necessary adjustments.</p> <p>Weekly Review: Conduct a weekly review to assess overall progress and adjust the plan for the following week. This ensures continuous alignment with your goals and QoL.</p>
<p>Adaptability:</p> <p>Flexible Planning: Be flexible and open to adjusting the plan as needed. Life is unpredictable, and being able to adapt ensures that you can handle unexpected changes without losing sight of your goals.</p> <p>Problem-Solving: Develop problem-solving skills to address obstacles and challenges that arise. This includes finding alternative solutions and adjusting timelines when necessary.</p>
<p>Practical Application for the Performer</p> <p>Morning Routine:</p> <p>Start your day with a mindful practice such as meditation or journaling to set a positive tone. Review your intentions and the day's plan to align your focus.</p>
<p>Time Blocking:</p> <p>Use time blocking to structure your day. Allocate specific periods for Have Tos and Want Tos. Ensure that high-priority tasks are scheduled during your peak productivity times.</p> <p>Mindful Breaks:</p> <p>Take regular breaks to recharge. Use these breaks for mindful activities such as a short walk, deep breathing exercises, or simply relaxing without distractions.</p>
<p>Evening Reflection:</p> <p>End your day with a reflection session. Review what you accomplished, what challenges you faced, and how you felt throughout the day. Use this insight to adjust the next day's plan.</p> <p>Example Daily Routine</p> <p>Here is an example of how to structure a day as a Performer:</p>
<p>Morning:</p> <p>Mindfulness Practice (15 minutes): Meditation or deep breathing to start the day with clarity.</p> <p>Review Daily Intentions (10 minutes): Set clear intentions and review the plan for the day.</p> <p>Focused Work Session (2 hours): Complete high-priority Have Tos (e.g., work projects).</p>
<p>Midday:</p> <p>Short Break (15 minutes): Stretch or take a short walk to recharge.</p> <p>Focused Work Session (2 hours): Continue with Have Tos or start on important Want Tos.</p> <p>Lunch Break (1 hour): Enjoy a meal without distractions.</p>

<p>Afternoon:</p> <p>Focused Work Session (2 hours): Address remaining Have Tos and prioritize any critical tasks.</p> <p>Mindful Break (15 minutes): Practice deep breathing or another mindfulness activity.</p> <p>Wrap-Up Session (1 hour): Complete any final tasks for the day and prepare for the next day.</p> <p>Evening:</p>
<p>Personal Time (2 hours): Engage in Want Tos such as hobbies, family time, or self-care activities.</p> <p>Evening Reflection (30 minutes): Reflect on the day's achievements and challenges. Adjust the next day's plan based on insights gained.</p> <p>By following these steps and strategies, the Performer can effectively implement the plan, stay present in each moment, and make necessary adjustments to ensure that both productivity and quality of life are maximized.</p>
<p style="text-align: right;">by Joshua Morrison - Thursday, 13 June 2024, 10:25 AM</p> <p>Performance happens in context; performer takes intentions of director and action steps of scriptwriter. Performer must account for interactions in the context (e.g. audience, collaborators). Intersubjectivity idea - my question is how to assess that aspect of this role.</p> <p>Insight is that learners in the context of teaching must "go along" with performer.</p> <p>Part of quality performance is assessing the impact in real-time; reflection-in-action to raise performance of performer and impact in situ.</p>
<p style="text-align: right;">by Julie Gahimer - Thursday, 13 June 2024, 10:25 AM</p> <p>Moving intention into action.</p> <p>Intersubjectivity within the reality of others we interact this.</p> <p>Performance is a balance of interpersonal growth, intersubjectivity, and societal reality.</p>
<p style="text-align: right;">by Tynnetta Muhammad - Thursday, 13 June 2024, 10:26 AM</p> <p>The performer is the executor of all of the roles combined. Currently as the world is evolving, we have seen a rise in people over performing. In addition to the roles we have internally, the external forces such as performance reviews, there is a spike of attention and stressors that affect our performance. As we preface our performer doc we see there is a mastery of intersubjectivity that is involved in development of the performance. As a performer, we are also expected to create balance in our lives. Sometimes we make list, to keep track of our tasks. The performer also provides feedback to the script writer to share if what was written is actually going as planned.</p>
<p style="text-align: right;">by Grace Onodipe - Thursday, 13 June 2024, 10:27 AM</p> <p>Performer: Follows the script, is a team player, focuses self-growth to ideal self. Can't be a renegade.</p>
<p style="text-align: right;">by Joshua Morrison - Thursday, 13 June 2024, 10:29 AM</p> <p>Apple: Self-Monitoring (the camera, capturing the information) and Self-Mentoring (changing actions in real time to improve performance) - two difficult mentoring skills.</p>

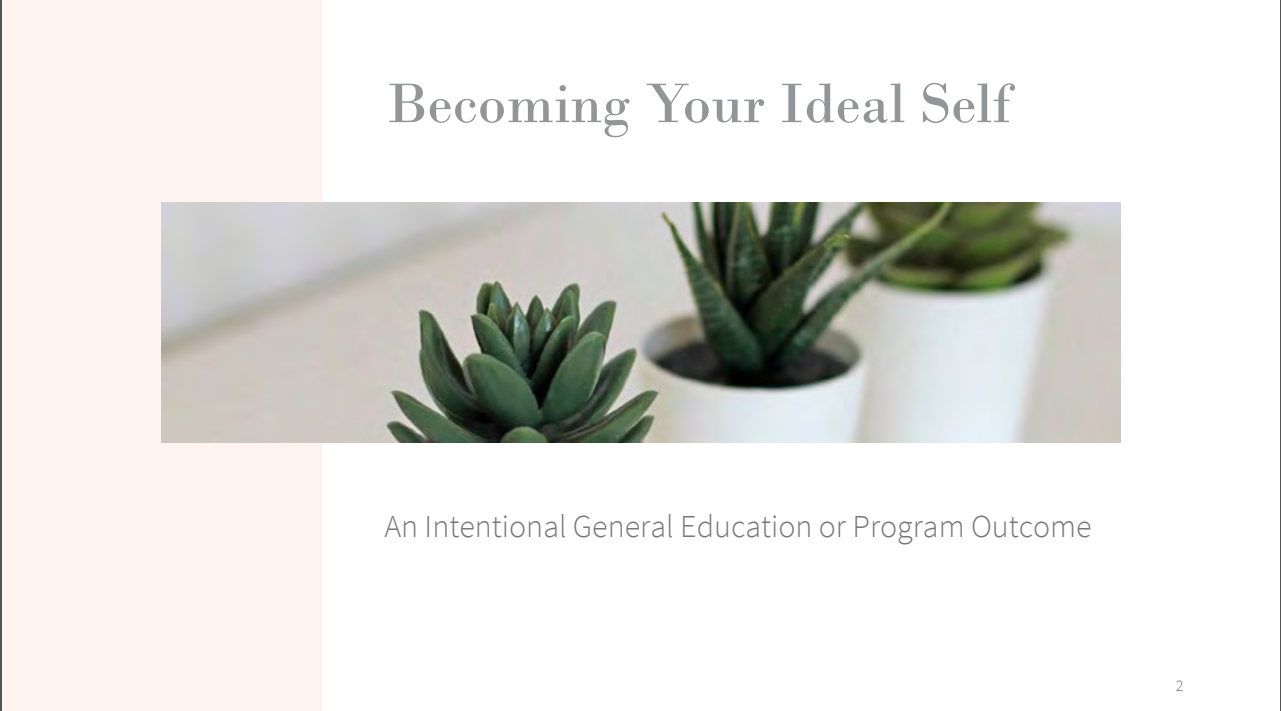
Becoming Your Ideal Self Through Self-Growth (PowerPoint slides)



**Becoming Your
Ideal Self Through
Self-Growth**

Dan Apple & Wade Ellis

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Becoming Your Ideal Self

An Intentional General Education or Program Outcome

2

How do you Start a Self-Growth Journey?

It is Taking on Five Essential Roles of a Self Grower with these Characteristics

Insightful

Guide

Intentional

Director

Growth Oriented

Coach

Autonomous

Scriptwriter

Productive

Performer

Self-growth Roles for Becoming Your Ideal Self

Guide: **Insightful:** Reflects to strengthen inner compass to produce insights that advance journey towards Ideal Self

Director: **Intentional:** Determines intentions from insights to strategically plan and choose life's direction

Coach: **Growth Oriented:** Develops growth plans to address impediments to increase capabilities to carry out intentions

Scriptwriter: **Autonomous:** Prioritizes and schedules plans of action for "want to do" activities for Ideal Self and not others

Performer: **Productive:** Self-regulates, self-monitors, and self-mentors plans in action to become their Ideal Self

NOTE: All Roles are Based on Being a Strong Learner, Performer, & Grower



Guide

Purpose

- Reflects weekly to process life experiences
- Uses Inner Compass to assess one's living
- Produces insights from key observations
- Creates meaning of life
- Updates vision of Ideal Self

Characteristics

- Insightful
- Has a Self-growth Mindset
- Intuitively listens to the voice of their Ideal Self
- Has an inner compass consisting of a belief system, a value system, passion, and QoL criteria to guide thoughts, actions, behaviors, and decisions



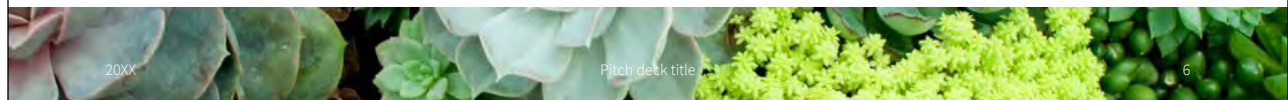
Director

Purpose

- Establishes a self-growth journey
- Provides a strategic life plan
- Creates new intentions
- Makes QoL decisions

Characteristics

- Self-determined
- Intentional
- Decisive
- Self-assured



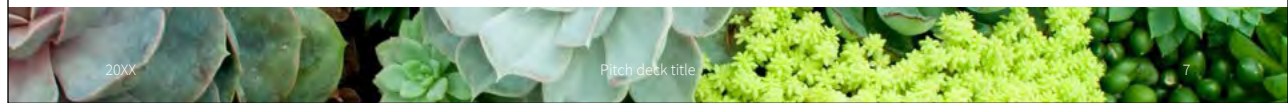
Coach

Purpose

- Creates a stronger version of oneself
- Targets intentional growth
- Constructs an active growth plan
- A performance mentor

Characteristics

- Growth-oriented (creates opportunities)
- Aware of impediments
- Purposeful (Links growth objectives to impediments)
- Assessment oriented (has an assessment system)



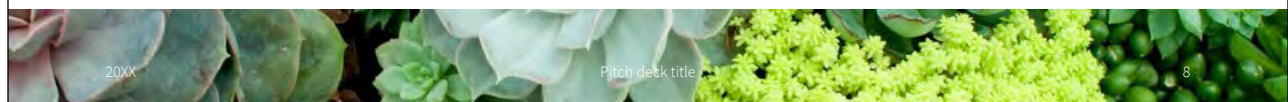
Scriptwriter

Purpose

- Pre-thinks and plans the week
- Chooses where to spend time
- Creates performance plans

Characteristics

- Autonomous
- Optimizer of productivity
- Scheduler of activities for balancing life roles
- Metacognitive (why, what, how, when, where, and with whom of every activity)



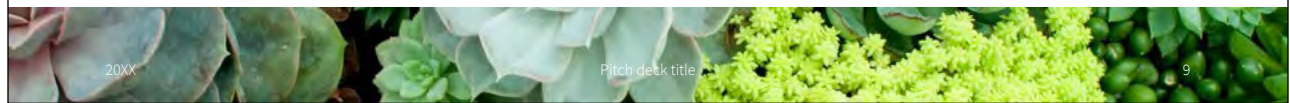
Performer

Purpose

- Self-regulates intentions
- Produces weekly outcomes
- Self-mentors growth
- Increases life productivity

Characteristics

- Socially adept (leverages intersubjectivity)
- A high performer
- Lives productively in the moment
- Metacognitive (self-monitors and self-mentors actions and behaviors to increase growth, impact, and QoL)



Self-Management of the Growth Cycle





What Happens With a Self-Growth Journey

One's Performance is Strengthened

The growth objectives enhance one's performance leading to stronger weekly outcomes

One's Productivity is Increased

The impact one makes is greater each week than the previous week

One's QoL is Enhanced

Quality is elevated throughout every experience and life moment

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11

Life Productivity Increases

Growth

One has become a better version of themselves week by week

Impact

This week's impact is greater than previous weeks' impact based on one's own inner compass.

QoL

The latest monthly measurement of QoL, based upon one's own QoL index, is the best yet.



12



Becoming Your Ideal Self

- Generates Weekly Insights
- Updates Vision of Ideal Self Weekly
- Intentional with Growth Efforts
- Growth Supports Your Self-growth Journey
- You Recognize Progress Towards Ideal Self
- Motivation/Want is Derived from Progress
- When One Realizes an Intention, One Becomes

13

The Engine of Continual Development Without the Reliance on an External Coach

Self-growth Capability

As intentional growth increases both growth and self-growth capabilities, one becomes a stronger self-grower

Productivity

As one becomes a stronger self-grower, intersubjectivity, self-regulation, self-monitoring, and self-mentoring improve, leading to greater performance and productivity

Progress

As improved productivity strengthens growth development, QoL, and impact made, this increased progress towards Ideal Self enhances one's motivation, energy, and wanting to become



20XX

Pitch deck title

14

When One Realizes an Intention, One Becomes

20XX

Pitch deck title

15

Academy of Process Educators JUNE 2024 Academy Business Meeting Draft Minutes

President's Report

Patrick noted that everyone who attends the conference becomes a member of the Academy for the next year (i.e. until September 30, 2025). He explained how the president role progresses from President-elect (2 years), President (2 years), Past President (1 year). He talked about his own progress in Process Education and talked about his most valued processes – Reflection and Assessment. He closed by describing a class in which most of the students had handicaps such as disabilities, 40-hour work schedules, ESL issues, etc and how they overcame these handicaps.

Secretary's report

Patrick referred people to the link to the Secretary's report from last year's business meeting. Peter moved that the report be accepted. Mary Moore seconded the motion. The motion passed unanimously.

Matthew explained how the Academy fiscal year extends from October 1 to September 30. Thus they have presented a full year 2022-2023 report and a partial year 2023-2024 report. They expect us to almost break even in both reports, although we still have some conference expenses to come in. They explained that we keep our money in a Bank of America account and also leave money in Paypal to pay our webmaster. They asked for a motion to approve the reports. Steve moved and Tim seconded the motion which passed unanimously.

Patrick noted that the Academy has an elected Executive Board and a number of appointed directors and encouraged everyone and especially the three folks who were not elected to the Member at Large positions to look at the bylaws and consider volunteering for one of the vacant director positions.

Peter introduced the executive Board as follows:

President	Patrick Barlow
President Elect	Chaya Jain
Past President	Ingrid Ulbrich (leaving office after this meeting after 5 years of service)
Secretary	Steve Spicklemire (reelected today)
Treasurer	Matthew Watts (reelected today)
Finance Officer	Peter Smith
Members at Large	Will Ofstad
	Grace Ndip
	Grace Onodipe (elected today)
	Yuqin Hu (elected today)

We thanked Colleen Taylor and Chris Sweeney who completed their member at large terms at this meeting.

FY 2022-23 Treasurer's Report as of September 30, 2023

Matthew Watts, Treasurer

Balance – October 1, 2022	\$ 24,069.99
Receipts 10/1/22 – 4/2/23	\$ 7,665.37
Expenditures 10/1/22 – 4/2/23	(\$ 6,642.08)
Bank of America Checking	\$ 18,564.44
PayPal	\$ 6,528.84
Total	\$ 25,093.28

2023 Conference Receipts and Expenditures

Conference Receipts

Conference Registrations	\$ 6,120.30
Housing Payments	\$ 0.00
Total Conference Receipts	\$ 6,120.30

Conference Expenditures

Food	(\$ 0.00)
Facility Rental/Housing	(\$ 0.00)
Notebooks/printing/mailing	(\$ 0.00)
Honoraria; travel expenses	(\$ 0.00)
Prizes	(\$ 175.00)
Total Conference Expenditures	(\$ 175.00)

2023 EFGB fee – Pacific Crest	(\$ 160.00)
2022 Winter Meeting food, lodging	(\$ 0.00)
2022-23 Membership Dues Collected	\$ 614.96
2022-23 Institutional Memberships	\$ 734.10
2022-23 Webmaster Stipends	\$ 5,354.89

FY 2023-24 Treasurer's Report as of June 1, 2024

Matthew Watts, Treasurer

Balance – October 1, 2023	\$ 25,093.28
Receipts 10/1/23 – 5/30/24	\$ 5,519.29
Expenditures 10/1/23 – 5/30/24	(\$ 5,022.72)
Bank of America Checking	\$ 17,861.00
PayPal	\$ 7,728.85
Total	\$ 25,589.85

2024 Conference Receipts and Expenditures

Conference Receipts

Conference Registrations	\$ 4373.45
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Conference Expenditures

Food	(\$ 0.00)
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Facility Rental	(\$ 558.00)
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Insurance	(\$ 637.00)
-----------	-------------

Honoraria; travel expenses	(\$ 0.00)
----------------------------	-----------

Prizes	(\$ 0.00)
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Total Conference Expenditures	(\$ 1,195.00)
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2024 EFGB fee – Pacific Crest	(\$ 0.00)
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2023 Winter Meeting food, lodging	(\$ 0.00)
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2023-24 Membership Dues Collected	\$ 203.31
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2023-24 Institutional Memberships	\$ 742.05
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2023-24 Webmaster Stipends	(\$ 3,239.28)
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2023-24 Web Costs	(\$ 462.44)
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AWARD

PE Conference
2024 Award

Distinguished Process Educator



Kathleen Burke

Longstanding Contributor



Wm. Patrick Barlow

Exemplary Service



Matthew Watts

Newest Star



Brian Sayre

2024 Best IJPE Article

Addressing Impediments to Building Self-Growth Capabilities



Yolanda Watson Spiva



Wade Ellis



Cy Leise



Daniel Apple



Kathleen Burke

Institutional Leadership: University of Indianapolis



Mary Moore



Joshua Morrison



Stephen Spicklemire

CONFERENCE THEME: Unlocking Performance and Growth

ON SITE **Building a Data Science Program** [Matthew Watts (Red Rocks Community College)]

One of the newest and fastest growing sectors in the tech industry is Data Science. This combination of Statistics, Computer Science, and Information Technology has more jobs than degree programs, especially at the undergraduate level. This presentation will discuss the processes used to develop a program at a community college level and the alignment with process education principles at work.

ON SITE & ONLINE **On Boarding Faculty for Improved Performance and Personal Development** [Patrick Barlow (Madison College)]

ON SITE & ONLINE **Team-based Learning Advances the Transformation of Education** [Yuqin Hu, William Ofstad (West Coast University, School of Pharmacy)]

ONLINE **AI to Create Personalized Active Growth Plans** [Using ChatGPT4 and Weekly Growth Coach Add-On to generate an Active Growth Plan Presentation]

ONLINE **Igniting Talent Through Hands-on compounding Activities in School of Pharmacy Out Reach Event** [Ayda Awaness, Nadia Khartabil, and Yuqin Hu (West Coast University, School of Pharmacy)]

ONLINE **Aligning Process Education Theories and Practices within the Contemporary Theories of Learning** [Chaya R. Jain (Virginia State University) and Steven Beyerlein (University of Idaho)]

ONLINE **Basic Experience Using the AI Backed Weekly Growth Coach** [George W. Dombi (University of Rhode Island) and Steven Beyerlein (University of Idaho)]

ONLINE **Combining AI and Process Education** [Dan Apple (Pacific Crest) and Wade Ellis (West Valley College)]

Join Board: watch this 3 minute video for the basics. <https://youtu.be/3yWFBqI71S>

tinyurl.com/peconf2024 Welcome to the Process Education Conference

Shared Team Workspace (Jamboard)

Say Hello with a Sticky Note!

Hi, this is Tynnetta 🙋! I'm at UIndy and am excited to be here with so many experts 🙌!!

Good morning! Tao Xing from University of Idaho.

Hi! So glad to be joining the conference this year - the first year I'm virtual for our hybrid conference. -Ingrid, Achieving Academic Success

Julie Gahimer- Glad to be here today and learn with you all.

Good morning

Hi! I'm Tris Utschig and am looking toward to meeting and working to growth with everyone

Growers

Matthew Watts Red Rocks Community College is here!

Hi! So glad to be joining the conference this year - the first year I'm virtual for our hybrid conference. -Ingrid, Achieving Academic Success

Glad to be here with you all! Will

Good Morning. Shannon Fischer from UIndy School of Education

Greetings from Atlanta! ~ Grace Onodipe ~

Hello all, I am Carissa Newton from UINDY. Excited to meet you all and learn more about Process Education.

Hello! Christine Kroll, glad to be hear and learn about Process Education

Good Morning

GHina Sadek, UIndy CDCGE. Looking forward to learning.

Hi everyone 🙋! This is Tynnetta from UIndy! I'm excited to be in this space with so many experts!!!

Hi All -- Josh Morrison from UIndy, pleased to be with you this week!

Glad to be here virtually

Hello everyone

Hello! I'm Abby Richard, and I'm a faculty member here in the school of business.

Greetings from Atlanta! ~Grace Onodipe~

GROW Framework



Goal

What do you want to achieve?

- Definition of goal: How will you know you achieved this goal?
- Make sure that the goal is SMART: Specific, Measurable, Attainable, Realistic, and Time-bound.



Reality

Where are you now?

- What is happening now - what, who, when and how often?
- Fully consider the starting point. What resources do you have to help you?



Options

What could you do?

- What are potential obstacles in the way?
- Which options could bridge the gap from reality to goal?
- Which obstacles are stopping you from getting where you want to be?



Will

What is the plan?

What will you do now?

- Commit to specific actions in order to move towards the goal (action plan).
- Decide on a date when you review the progress in order to provide some accountability.

In Person Teams: Add your names to each team once formed

Team 1: The Mosquitos

Holly, Aby,
Tim, Patrick,
Matt, GHina

- at least 2 siblings -
world adventures:
traveled outside
north america-
educators - drive
cars - hate
mosquitos

Team 2: The Infinite Loops

Josh,
Mary,
Shannon,
Steve

1. All UIndy
faculty/staff; 2. All
parents; 3. All
taught students; 4.
All traveled
internationally; 5. All
lived outside of
Indiana.

Team Get Out There

Tris
Christine
Tynetta
David
Carissa

Five things in
common:

All of us teach
All of us have kids
We all love nature
We all have a foreign
vehicle in our families
Everyone has been to Wa

Team 4: The Growers

Growers
Hiba
Peter
Julie
Dan

We all like to
eat, travel,
family, self
growth, and
music.

Online Teams: Add your names to each team once formed

Team 5
IN PROCESS (ed)
Yuqin
Tao
Nadia
Grace
Kathy
Durel

DELIVERING CARE FOR OUR COMMUNITIES

Team 6: *AI management for students and course design, *professional development, *all passionate about student success, *

Team 6:
The Divas

The Divas are a diverse group ranging from Chemistry, Pharmacy, Music, political science and non-profits. We are interested in personal and professional growth

building personal relationships, trying to find new purpose, engaging in Scholarship/Academy growth, reconnecting with students and finding practitioner skills/ideas



The next few slides are for everyone to ask questions and record pearls through the conference. Feel free to add sticky notes around each focus area.

Building lifelong skills (inside and outside the class



unlocking **PERFORMANCE** and **GROWTH**

Which technology tools do we choose for education? What is most popular? Best for preparing the learners for the future?

The new practice of anxiety management was applied during the day where the meeting of 8 new people was non-threatening. Major progress in Goal 1.

Incorporating PE is itself a process that will take time

the lifelong experience session was great. I learned many things throughout this session.

LMS choices are critical to success and critical for student learning and skills at navigating.

QOL is a very important issue that allows me to manage my days because my days tend to be devoted to others' primary priorities.

Using jamboard helped us learn through performance

of Quality of criteria for a ment will help orient them towards where they want to focus their effort as they develop their

QoL criteria, or at least the weights, change for a person over time. Perhaps because of life circumstance, shift over career time, place in Mazlow's hierarchy, etc.

Harnessing AI to enrich educational Processes

This workshop was MINDBLOWING 🤯. I have learned how to create a whole 3 credit college course and supporting documents. Just AMAZING!

<https://www.processe-ducation.org/moo/mod/mod/resource/view.php?id=1252>



unlocking

PERFORMANCE
and **GROWTH**

AI can be used for good and bad.

One team member designed an entire course for the Fall. Mind blown!

AI was a team favorite. We loved the workshop that allowed us to self-guide our learning.

As technology advances, we need to be willing to keep learning in order to know how to best leverage it to improve our productivity. Always be open and willing to learn!

Use of AI in course and learning experience design. Could take plans and run through AI to suggest improvements.

It was interesting to use AI for student feedback. I almost feel like I am "cheating" to do this...but am excited to play around with it for the summer course I am teaching.

I have used AI but honestly did not realize the capabilities of designing an entire course. DIVA Colleen

One Team member created an entire course. Mind blown!

AI gives you a "jumping off point" to stimulate your thinking about topics. Can give you feedback on (a) your work or (b) get you started on ways to address these issues.

How might we develop guidelines for college students to utilize AI appropriately so that they are learning, rather than simply submitting AI generated content?

AI (e.g., Copilot) is a powerful tool that offers options to educators to design and improve classes.

AI is very effective in converting texts to equation format and generating images ready for proofreading.

Quality and specificity of the prompt is crucial to the usefulness of the generative AI response.

How difficult is/will it be to use AI in an effort to engage students

1. Embracing AI and determining how it can support learners can accelerate growth.

AI has the capability of converting a research paper and condensing it into each aspect of the paper. (purpose, methods, conclusions, quotes, significance, etc)

use of AI to guide learning to learn could be a profound learning tool

Looking forward to using the ChatGPT Beta link we received in the workshop to have students conduct self-assessments.

How can AI help us deepen/sharpen our abilities for critical thinking exercises?

Guided pathways to meet the needs of (all) diverse learners



unlocking
PERFORMANCE
and **GROWTH**

I loved the ways we could ask AI to address levels of learning and discussed how we could scaffold as well. All to enhance student learning and engagement.

Setting individual goals, along with an analysis of one's identity and how it relates to learning, support this goal

I wonder who will be doing the guiding and what motivates that? Will there be any validation to claims, or facts? So will who is at the control. of these path ways?

Team-based AI learning is more robust than individual model development as different backgrounds of team members can mutually benefit each other.

There is a critical need for developing ethical polices and best practices for using AI in student and faculty work.

Mentoring for improved performance and personal development



unlocking PERFORMANCE and GROWTH

Critical to provide the time and space (including ancillary resources) to allow senior faculty and junior faculty to engage in mentoring program effectively.

Bollman & Deal - leadership analysis contribution to academic change efforts

A mentoring system with a tangible, regular process attached to it seems more effective than just pairing people

Challenge of sustainability - have to build structure and culture to institutionalize the program.

Transform of Education does well with student and teacher and could benefit from leadership perspective to help us understand how to succeed with changes

With proper training, mentoring could be an accelerator for learning and performing and make the learning and growth process more social.

Mentoring is a pathway to enhanced performance, but what guidelines can be established to ensure safety?

I learned about the faculty guidebook and ways of starting to use PE and then I could share and mentor other faculty.

To access the electronic Faculty Guidebook, go to Academy Member site, enrollment key is "impact", click on the book icon and use "academy2024" for username and pswd

Talked informally about importance of Fisk competent-friendly matrix for analyzing team behavior -- powerful tool thx Will!

Will Offstadt also talked about change analysis using DDO's "readiness for change" rubric that can help us understand what resistance to change we have organizationally



Becoming your ideal self

This has been a good experience to kick start my determination to develop a more concrete self-growth plan.

The Ideal self is a daunting to me, even though I am constantly

criteria help in creating measures to gauge ideal self growth

image and criteria of "ideal self" can (should?) change throughout different life stages and circumstances

I am constantly feeling incomplete in terms of my image of my ideal self. Is that unusual? Does it ever become fixed.

This is common, especially if you tend to self-evaluate. You're more likely to think "I'm not there yet". Strengthening self-assessment will help you shift to "look how I've grown" and



unlocking **PERFORMANCE** *and* **GROWTH**

Dan shared a custom GPT for building criteria - which we can use repeatedly to help see next growth steps
<https://www.processe-education.org/moo/moodle/mod/resource/view>

criteria development can be a process that changes with life events

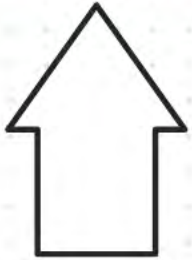


appreciating the journey toward your ideal self. That self will keep changing, too, and you'll always get to grow toward it. :) - Ingrid

This begins with establishing a vision of what your ideal self is. It can be used to formulate strategic intentions and/or daily actions rather than responding to life randomly.

Applying metacognition in growth and self-growth

discussed importance of assessment, evaluation, mentoring as a fifth domain for classification of learning skills.



The discussion which students allowed me to see that self-growth is often a result of perceived failure and is helped by receiving acknowledgement and acceptance.



unlocking
PERFORMANCE
and **GROWTH**

Using outcome-based assessment in program design

clear, upfront, frequent communication prior to evaluation as a way to balance institutional expectations with PE assessment values (vs either/or)

Program assessment systems work in harmony with measures and evaluation systems.



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and **GROWTH**



The next few slides are for teams to prepare their Day 3 Team Insights Presentation. One slide per team.

Team 1 - The Mosquitoes: Take Home and Next Steps

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GhS: identify and 'lock down' 1) a 1:1 mentor and 2) a mentorship/collab group

GhS: design assessment system for EDUC 290

GhS: design assessment system for IEW

GhS: design assessment system for Professional Improvement Plans (including ideal characteristics)

GhS: develop characteristics of the ideal study abroad faculty leader, student participant, service provider, and partner institution

Integrate our new members into the activities and opportunities of the Academy.

Theory: Faculty Guidebook
Practice: Have a Project
Contact: Find Mentor(s)

how do I not be a mosquito and such the blood / life out of the academy and contribute back?

SII is important for the psychology of the student and should be given in the proper order.

Personal goal - mapping "surviving vs thriving" using a mentor /coach to develop QoL criteria when life throws curveballs

How can those connected within PE Academy integrate new attendees?

Integration of reflection - on personal and curriculum levels

Team 2: The Infinite Loops -- Take Home and Next Steps

Mary Moore, Shannon Fischer, Steve Spicklemire, Josh Morrison



Further Questions: Re: Performance in mentoring; moving up ladder subsume all former levels? Is there a good measure for competence at each level besides descriptors listed?

A-Ha: Belief in oneself can be grown through experiences of handling novel & challenging situations. Self-belief requires challenge and support of learner.

AI Learnings:

AI coaching for improved learning practices/learning processes.

How might we make PE principles the common language of curriculum design at our home institutions?

A-Ha: Importance of students making firm early connections on campus (fac/staff/offices) to support engagement & performance.

AI assisting with self-growth acceleration.

AI can be powerful tool for collaboration to improve work product before and after peer review.

Practice with the identification of impediments that hinder acting on intentions; take away is to engage in greater reflection to identify impediments

View and consider revisions to institutional policies/practices from student lens; involve students in policy/process development with decision-makers.

Increased mentoring language and capacity for guiding students through mentoring cycles with setting growth goals or supporting goals students have previously set.

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**To Dos
Post-Conference:**

Raise issues to leadership that arise from institutional policies/practices that impact student performance and persistence.

Select growth goals along personal and professional domains; become more comfortable with tradeoffs required to achieve a more balanced QoL

Team Get Out there



AI was helpful with team self-growth and collaboration

I started developing course objectives for a course revision, a course rubric, and five sessions to go through policy analysis. Amazing help. I may upgrade my plan with ChatGPT

I will be using all of the ChatGPT , insight generator to use to create more course like templates to implement in my teaching career.

Very interesting to learn the application of AI and how I could not only use it as an educator, but also how to teach my students to use it in activities.

The Pre-Conference Workshop was very helpful in learning more about Assessment and Evaluation.

The continual approach to providing feedback and creating a loop that gives students a way to not only know where they stand and how to make improvements.

The Growth Mindset: Very interesting to learn that all students have the capacity to grow within their learning. This threaded through every session.

Learning about the Process Measures and role-playing scenarios for three or 38 process measures for mentoring skills was informative. There is an offer to join in further development.

The BECOMING session was mind blowing. In addition to being aware of my self-imposed limitations it made me take a step back to increase my expectations of self.

I loved how Dan broke us into groups and had each of us analyze the roles and how they affect us and what to do to improve the function of each role.

Next steps for the team: 1. Take course AI tools and apply to course buildout and see how it makes me more efficient. 2. Better structure Assessment

3. Be more familiar with, use, and explore the PE Nutshell, PE Primer, and Faculty Guidebook

Absolutely loved learning from everyone!

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David



Team 4: Take Home and Next Steps

1) Insight Generator:
<https://chatgpt.com/g/g-8mb4EWquZ-insight-generator>

2) Learn to Learn Coach:
<https://chatgpt.com/g/g-xSOjvWyI0-learning-to-learn-coach>

3) Self-growth Coach
<https://chatgpt.com/g/g-tUUELDli-self-growth-coach>

4) The Activity Designer:
<https://chatgpt.com/g/g-o4k7LSvK6-activity-designer>

5) The Assessor:
<https://chatgpt.com/g/g-gB2Kg8gFA-the-assessor>

Dan's Goals & Outcomes

1. Create 3 more research papers ideas and find collaborators
 Holly - AI Course Designer and associated paper
 Josh - Implementing Learning to Learn Coach into Freshmen

2. Add 5 more people to the self-growth project for 2024
 Julie Josh Will Patrick Steve

3. Find 5 reviewers for the book Becoming Your Ideal Self Through Self-Growth
 Hiba Julie

<https://uri.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=2ae97926-5a9b-4549-9624-b18c0176374e>
 Last minute entry into the Hall of Innovation on AI Applications in PE

Peter Goals and Outcomes

Goal 1: Renew old acquaintances and make new ones.
 Results: talked to everyone I knew and was at the welcoming table to greet folks I did not know

Goal 2: Discover 5 self-growth tools to help motivate me to move toward my ideal self. Result: Dan helped me use the AI Insight Generator to discover these tools,

Goal 3: Discover strategies to improve the conference for next year. Result: I jotted down some insights, such as working harder and earlier to increase enrollment,

bring students into at least one activity, try to have a hybrid conference again next year. I will serve on the conference committee this coming year.

Julie's Goals and Insights

Identification of impediments and identifying strategies for intervention

The importance of teamwork into gaining new ideas.

I will be incorporating the Process Education as a piece of the course.

Hiba my insights for today is that my anxiety decreased a lot another insight I had was that my confidence increased a lot when I spoke about the course I was in

my next steps are to improve these things and implement them to day to day life

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Team Goal: Integrate practical, active learning methodologies, and leverage AI tools to foster an engaging classroom environment, to enhance students' self-directed learning skills and intrinsic motivation to think independently and use generative AI constructively.

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Mentorings Skills (from the CLS): Intentionally focusing on 1-3 mentoring skills heading into a session can help guide thinking. Even better if the skill aligns with a mentee need.

Three mentoring skills are not isolated but connected logically. Mentor should encourage mentee to develop goals, raise expectations, and propose proper action plans.

Raising Expectations: getting to know a mentee helps to understand their expectations. Once you understand the expectations, then you can think about how to raise them.

Community and Belonging: these are important factors in the success of struggling students who might not know where to turn or how to articulate their needs.

Actions: Future direction: Create guidelines/policies/assessments for students and faculty to use AIs.

email tutschig@kennesaw.edu if you want to get involved with Mentoring Skills

AI provides unlimited resources to both instructors and students to enhance teaching and learning.

As instructors, we must clearly explain the expectations around how students should leverage technology.

Ethical AI Usage: Policy must be crafted that support constructive use of this technology and also avoids feeding protected information on students into the database.

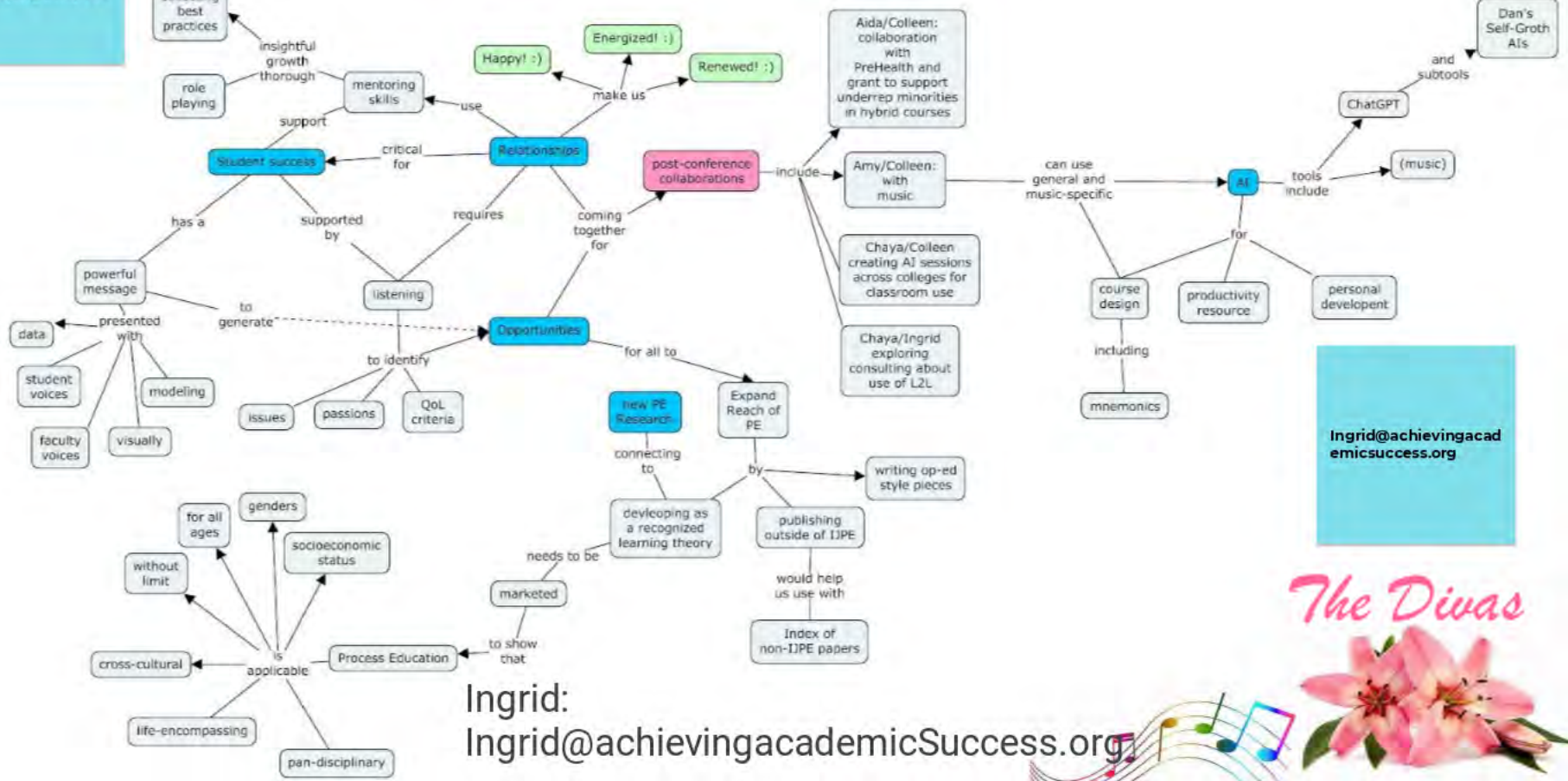


In Process
(Education)

Team 5: Take Home and Next Steps

Take Home and Next Steps

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The Divas



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Thank You!