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The Pursuit of Personal Development Preparing for a Holistic Mentoring Relationship

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The Pursuit of Personal Development
Preparing for a Holistic Mentoring Relationship

By
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A thesis submitted in partial fulfillment of the
requirements for the degree of
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1

Table of Contents

Abstract

This research explores how self reflection can be used in the development of personal development goals to aid in guiding the mentoring process. The following research methods used for this study: a literature review investigation of self-reflection practices/models to identify strategies for the development of personal development goals; a survey to evaluate how identified goals may aid in mentor selection; and interviews with self-development professionals to analyze their insights on what role personal development goals play in guiding the mentoring process. Findings were based on parallels found between the data gathered from the various sources.

I.   Introduction

Professional development has been a mainstay within corporate culture, focused on developing the skills of the employee for the benefit of the business, enabling the employee to prepare for the next position and/or promotion. For many businesses, mentoring has played a core role in professional development, providing new or less experienced employees the skills and corporate culture knowledge needed to succeed within the organization. With job security becoming increasingly uncertain and the globalization of organizations, mentoring is experiencing an evolution requiring the individual to take charge of his or her own development and mentor relationships. In addition to this change, the focus of development on just professional skills has also changed, as an increasing number of studies recognize the connection between holistic development and a leader's success.

Historically, mentoring has consisted of the mentor—an older and wiser individual – reaching out to a younger less experienced individual, to teach the younger person the skills and knowledge needed to succeed. While much research has been done on mentor relationships, the bulk of that research has focused on the role of the mentor within the mentoring relationship. My interest in studying mentoring from the mentee's point of view is my own personal experience, recognizing the important role having mentors has had on my own personal and professional development.

The purpose for this study was to delve into the role self reflection has in the formation of one's personal development goals. In addition, this study also researched the role personal development goals have in guiding the mentoring process, including the selection of a mentor. In researching both, I was interested in identifying the core

components that make up these processes to use in a comprehensive framework mentees could use to help in guiding their own self development journeys.

II.   Purpose of the Proposed Research

Throughout my professional career, my professional development has benefited from the strong mentorship relationships I have been able to form with other within the organization in which I work. From my personal experience as a mentee, I learned early on that I alone was in charge of my career development and if I wanted to succeed, I needed to be my own best advocate, especially within the mentoring relationships I sought to establish. I also learned that the success of those relationships substantially increased when I took the time to establish goals outlining what I wanted to get out of the relationship. As a mentor, I found the most rewarding relationships where those where the mentee came to me with a clear idea of what he or she wanted from the relationship, not waiting for me to define it. In both cases, the relationships that had established goals were the ones I still have a close bond with today. That experience has been powerful, as I now have a circle of strong resources to access when I need advice, and they have the same in me.

In establishing the goals for these mentoring relationships, my primary focus has always been on identifying what leadership skills I needed to develop in order to advance my career to the next level. While this approach has been very successful in helping me achieve the position I have today, as I look back on those goals, I now realize that myopic focus on skill development may have done me a disservice. I have begun to question whether my professional development should expand to encompass both my personal and

professional lives, seeking a holistic approach that enables my continued development as a whole person.

My progression to this realization happened while I was listening to Krista Tippett, the host of the radio program *On Being*, interview physicist Arthur Zajonc on Zajonc's use of contemplative practices in investigating life from the inside out (Zajonc, 2011). Zajonc, a professor at Amherst College, has spent the majority of his life practicing contemplative meditation and now teaches courses that seek ways to move discussions about science, values and spirituality "from dilemma to dialogue and collaboration" (Zajonc, 2007). During the course of the interview, Zajonc talked about knowledge and what true knowledge really meant, saying "Knowledge is not an object you acquire," instead "it is an epiphinal moment" in which a person becomes enlightened and begins to see the world in a new way (Zajonc, 2011). That statement became an epiphinal moment for me, as it helped me realize my own self development goals needed to expand beyond skills and include goals focused on building knowledge that would help me develop holistically, both professionally *and* personally, into the centered-base leader I continually strive to be. With this realization, I began to think of what possibilities potentially opened if that framework were applied to the establishment of holistic self development goals and how that could be used in chosing one's mentors.

My interest in studying the development holistic goals from this perspective is both personal and professional. From a personal perspective, this area of study has the potential to enhance my own personal development and influence the mentorship relationships I pursue. Professionally my research has the potential to be beneficial to

other seeking to establish meaningful mentorship relationships based on holistic development goals, filling a gap that currently does not exist.

The research I intend to do will focus on identifying what questions a mentee should ask him or her self in creating self development goals. As part of my research, I am especially interested in exploring the latest mentorship and self-reflection research, to see what connections between the two have been made and how that might be used to establish a new holistic paradigm focused on knowledge growth by the mentee that has the potential to impact all aspects of the mentee's life. In addition to this, I am interested in delving into personal mentoring experiences people have had to identify what role that paradigm shift toward self-enlightenment may play in these relationships. At the end of my study, my goal is to have a comprehensive framework available for use by mentees to help them more effectively prepare for mentoring relationships and be their own self advocate in selecting the mentors needed to help them become centered focus leaders.

III.   Analysis of Conceptual Context

A McKinsey & Company (2008) study on 85 women in leadership positions set out to discover "What drives and sustains successful female leaders" that could be used to help younger women in advancing to leadership positions (Barsh, Cranston, & Craske, 2008, para. 3). The study found that while the life experiences of each varied, all 85 of the study participants share the same common "goal of making a difference in the wider world" (id., para. 4). From this and the other research performed, the authors were able to distill their learnings into a center leadership model based on five broad interrelated dimensions, core to a leader's personal and professional context (id.). This led to their discovery of ways women could actively build their core personal resources, their

physical, intellectual, emotional and spiritual, to develop the strength needed to drive personal achievement, which in turn has the ability to inspire "other to follow" (id. para. 6).

The McKinsey findings confirmed another research study done by Greenblatt (2002) that found enhancement of these personal resources has the ability to "directly increase a worker's ability to perform at home and at work," enabling the person to achieve work/life balance to the benefit of both the employee and the organization he or she works for (Greenblatt, 2002, p. 180). According to Greenblatt's research, having heightened personal resources increases an individual's satisfaction with work/life balance and may even enhance retention rates, reduce burnout and enable the individual to perform at a higher performance level than the individual without (id.). Mentees who seek self development opportunities focused on these areas have the potential to develop into well rounded leaders with the skills and knowledge needed to motivate those around them towards success. For the purposes of my research, personal development goals are defined as goals aimed at the development of one's holistic self, physically, mentally, emotionally and spiritually.

The importance of mentoring to develop the knowledge and skills needed to lead can be traced all the way back to Greek mythology and Homer's story of Odysseus. When Odysseus left home to fight in the Trojan War, he left his son Telemachus in the care of his son's tutor Mentor – who in reality was the Goddess Athene. Under Mentor's guidance Telemachus

> "transformed from a meek, self-conscious boy into an assertive, courageous man who preserves his father's throne and eventually joins Odysseus in defeating those who threaten to defile his family." (Moberg & Velasquez, 2004, p. 98).

Telemachus' transformation within this story centered not his learning of new skills, but on his gaining the enlightenment that comes with wisdom to know he had the strength within himself to meet the challenges he faced. Mentor was able to impart the knowledge Telemachus needed to reach that enlightenment by practicing three essential elements of a mentor: "a mentor is expected to be a tutor"; "as elders, mentors give wisdom to the protégé"; and "mentoring involves a strong component of partiality and caring support" (Moberg & Velasquez, 2004, pp. 98-99).

Since the time of Homer, mentoring has evolved, moving from wisdom based learning to the passing of skills needed to support a professional occupation from one generation to the next. A prime example of this is trade apprenticeships, where the apprentices work side by side with experts, learning a specific craft, often toiling as assistants for years until they too became experts. These mentorships provided protégés the means to learn a trade and earn a living, giving them the tools to be successful in their own right. The transformation of mentorship away from wisdom provided the "upward mobility and support" needed to move a mentee's career forward (Pellegrini & Scandura, 2005, pp. 71-72).

Today, while most mentoring relationships have moved away from apprenticeship mentoring, the primary goal continues to be focused on the mentor "helping the less experienced person succeed," by teaching the mentee the skills and knowledge needed for the specific organization (Phillips-Jones, 2000, p.4). These mentoring relationships can be informal relationships, where "unplanned pairings and interactions" naturally occur between two individuals based on common interests or formal relationships,

defined as relationships based on "explicit helping agreements between experienced persons" and a mentee (id.). In both cases, focus is on developing within the mentee the skills and knowledge needed to navigate within an organization, helping the mentee advance his or her career to the next level. In most of these mentoring relationships, the mentor "is an *active* participant in the relationship with the mentee," providing the guidance and support to enable a mentee to succeed (p.13). For purposes of my research, mentors are persons with advanced experience and wisdom, who are willing to impart that wisdom to a mentee, enabling the mentee "to work in the service of an inspiring purpose" for the benefit of his or her self and other (Barsh, Cranston, & Craske, 2008).

Today, mentorships are once again experiencing an evolution. In an environment where "job security has become a phenomenon of the past" and organizations have expanded internationally and rely on a variety of new organizational structures such as outsourcing or joint ventures, the individual seeking mentoring relationships may find the ability to do so constricted because of these changes (Higgins & Kram, 2001, pp. 266-67). In addition, these fast paced changes require individuals to adapt quickly, learning new leadership skills that will enable them to be marketable in this new environment. With this shift, the mentee has had to become his or her own self advocate in establishing mentor relationships at a time when few tools exist to guide them (Zachary & Fischler, 2009). While this evolution has the potential to enrich a mentee's mentorship experiences, by enabling the development of diverse mentor relationships with individuals outside of his or her own professional organization, the mentee's task in identifying the appropriate mentors to help navigate this changing landscape can seem daunting, especially if the mentee does not have clearly established development goals.

The role self-advocacy and self-reflection play in the development of leaders has been the subject of many studies. Seibert and Crant (1999) found a direct connection between leaders who demonstrate proactive behavior and subjective career success, finding people with proactive personalities had higher career satisfaction, salary attainment and number of promotions (Seibert & Kraimer, 1999, p. 425). Boyatzis (2001) tested a self-directed learning self discovery model theorizing that self-directed change can be initiated by an individual if he or she is aware of what change is needed and they have a process for making that change (Boyatzis, 2001, pp. 10-11). The study leveraged earlier findings that identified self-directed learning often begins when a person is intentional about making a change. Boyatzis concluded that one of the critical points of self-directed learning is the development and use of a person's relationships as part of his or her change and learning process (p. 24). Harung, Travis, Blank and Heaton (2009) acknowledged that self-development focused on personal transformation "is more fundamental than leadership training" and proposed that leadership

> is primarily structured in consciousness, which means that the capacity of
> leaders to achieve superlative performance for themselves and for those
> they influence spontaneously and progressively unfolds with development
> of consciousness (Harung, Travis, Blank, & Heaton, 2009, pp. 874-75).

That study concluded that today's complex world necessitates a leadership development need "to promote advance psycho-physiological development" through practices such as Transcendental Meditation, combined "with the appropriate education, training, and mentoring" to develop the leaders needed for the future (p. 890).

My research focused on understanding how self-reflection could aid in the identification of personal development goals and how identified goals could be utilized as a guide for the mentorship process. In addition, my research further explored how

identified goals might be leveraged by an individual to identify potential mentors. Lastly my research explored how the information gathered might be used in the development of a self-reflection guide or model, focused on providing individuals the questions necessary to assist in their self-reflective journeys toward leadership development.

IV.   Research Question and Methodology

My thesis research sought to answer the question:

How can self-reflection aid in the development of personal development goals to guide the mentorship process?

To answer this question, my research focused on the following three areas:

1. What methodologies create personal development goals?

2. How might personal development goals be utilized to identify potential mentors?

3. What role do personal development goals play in the mentoring process?

    To answer these questions I employed the following three methods:

    The first method focused on a literature review of current mentoring and self-reflection practices/models available to identify methodologies that would aid in the development of personal development goals. For purposes of this research, the literature reviewed has been grouped into three categories: Category 1: a review of personal development models outlined in existing research; Category 2: personal leadership development literature written by authors considered experts in the field of executive leadership development; and Category 3: mentoring guides focused on preparing an individual for the mentoring experience, written by experts in the field of mentoring. The review of three categories of literature was done to provide a rounded view of the

personal leadership development techniques in use to gain insights into potential best practices an individual may use in facilitating their own self development pathway.

The second method focused on the results of a survey, seeking to gather data on what criteria students and alumni have used in identifying potential mentor candidates and how personal development goals may have aided in mentoring process. Invitation to participate in the survey was sent via e-mail by the MAOL program coordinator to the 800 MAOL students and alumni. Survey was open for two weeks from January 17, 2012 to January 31, 2012. An e-mail reminder was sent by the MAOL program coordinator after one week when survey response rate fell below 40 percent of total possible respondents.

My interest in conducting the survey using this group was based on the self initiative taken by students and alumni to enroll in the MAOL program, a program focused on leadership development, and how their experience connected with the self-reflection/self-advocacy focus of this study. The survey was conducted using Survey Monkey, an online survey tool and the link to the survey was distributed by e-mail. For this survey I used the guidelines outlined in *How to Conduct Surveys, A Step-by-Step Guide*, 4th edition to develop my questions, format the survey and conduct the qualitative analysis required (Fink, 2009).

The third method used involved conducting interviews with three professionals from three separate professional organizations focused on providing personal and professional development services within the metropolitan Twin Cities area. Each of the three professionals own businesses focused on providing personal and professional development services. One of the professionals currently works as a professional coach,

focused on leadership coaching; the second is a personal coach/healer, focused on leadership development using a holistic approach; and the third professional contracts with businesses to develop formal mentoring programs within organizations. My recruitment methodology was to contact organizations that provide such services to identify candidates interested in participating in my research. Candidates were chosen based on having at least three to five years experience in personal and/or professional development, all three having over 15 plus years of experience each. Each interview lasted approximately one hour in length and I asked permission to audio record each session. In addition to the audio recording, a summary of each interview was written post said interview, based on my interview notes. While each session had been audio recorded, an equipment failure post interviews rendered all three audio recordings unusable. To compensate for this issue, each written summary was sent to the corresponding interviewee for validation, prior to my evaluation of the results.

Questions for the interviews were designed to solicit data regarding preferred personal development goal setting methodologies, and how personal development goals have been leveraged to identify potential mentor candidates and guide the mentorship process. Interview questions were reviewed and approved by my thesis advisor prior to the interviews. To develop the questions and conduct the analysis of the data received I used the guidelines outlined in *Interviews, Learning the Craft of Qualitative Research Interviewing* (Kvale & Brinkmann, 2009).

V.   Validity

As a researcher, I recognize my own research bias presented a threat to the analysis of the data I collected, based on my preconceived assumptions regarding my topic and my own vested interest in the success of my research. Sensitive to the influence my personal bias might have on my research results and my interpretation of those results within my thesis, I employed the following validity tests, as outlined in Joseph A. Maxwell's *Qualitative Research Design* (Maxwell, 2005).

- **Triangulation**: My collection of data for my research was from a variety of sources - literature review, interviews, and an on-line survey – which enabled me to diminish my risk to bias.

- **Comparison**: In analyzing my research, I had an opportunity to do comparisons of the interview results between the three professionals interviewed to evaluate differences in responses and what factors may have influenced those differences.

- **Respondent Validation**: I was able to validate the information provided by interviewees, through solicitation of feedback from those that participated, validating the information they've provided is accurate and I've correctly interpreted what had been said. To do this, I provided each interview participant the opportunity to review the summaries I created based on their interview, providing each participant the opportunity to correct anything I may have misstated.

- **Statistics**: For the on-line survey I utilized Survey Monkey's on-line statistics functionality, to provide statistical data based on results. Questions were also reviewed by a MAOL peer with professional experience in designing surveys to ensure questions were appropriate and written so as not to be leading.

VI.   Findings

<u>**Presentation of Findings**</u>

Literature Review

Category 1. For the analysis I reviewed two self-reflection personal development

models based on published personal development work done by Le Cornu (2009) and

Boyatzis (2008).   Each model was chosen for this research because of their distinctly

different focus on personal development process, providing a multi-facet view on the

various aspects of personal development and the role of self reflection has in that process.

The Le Cornu (2009) article on the process of reflection and its role in "the

development of the self" explored the process of reflection through the framework of

"meaning making, internalization, and externalization" (p. 279). What's significant

about the Le Cornu (2009) article is its recognition of the link between self reflection and

personal growth and its proposal of a working model that connects the internal and

external reflection processes to how one makes meaning (p. 280). In other words, change

is dependent on an individual's ability to internalize a change is needed with the ability to

use that information to make change happen.

In this work, Le Cornu (2009) proposed a model of the process of reflection based

on three core processes: internalization, externalization and the existential construction of

self (p. 293), see Figure 1.

Figure 1

**A Model of the Process of Reflection Based
on Internalization and Externalization**
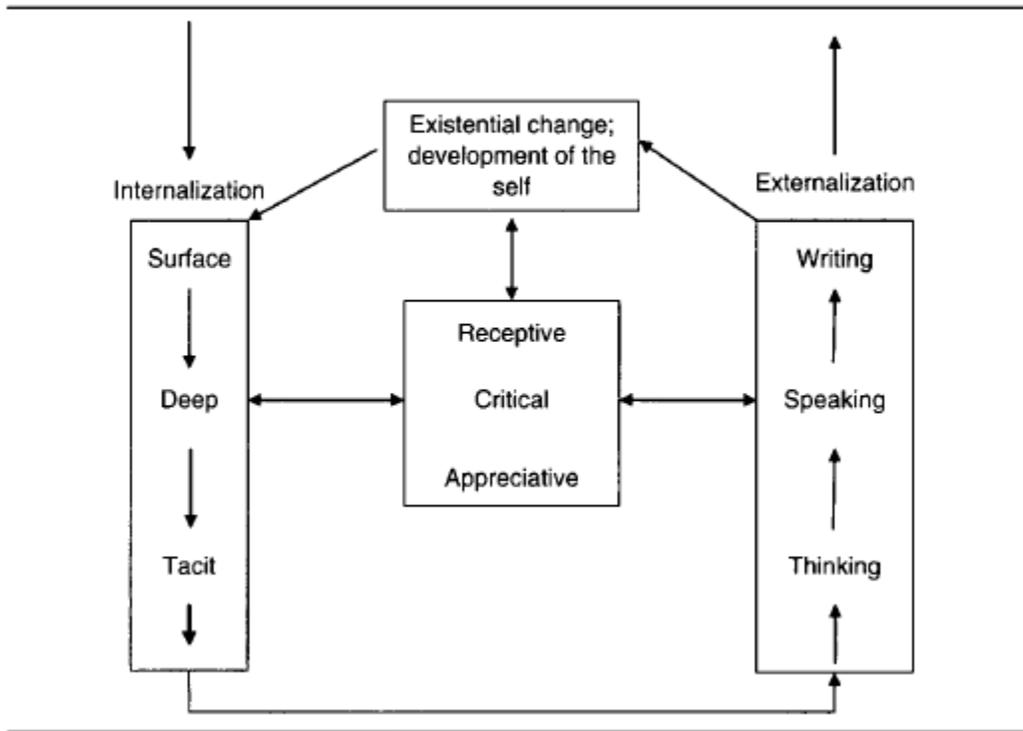
Reprinted from *Meaning, Internalization, and Externalization,* by Alison Le Cornu, 2009, *Adult Education Quarterly*, *Adult Education Quarterly* , *59* (4), p. 294. Reprinted with permission.

Moving from the left side to the right, the model shows the linear progression of how external information is processed in the personal development process to invoke change within an individual. The model purposely places the three different ways reflection takes place—receptive, critical and appreciative—at the center of the model in recognition of how each "impinge on and influence" each stage of the development process, playing a critical role in that process (p. 293). The following provides a deeper in-depth analysis of the three core processes and how they relate to the focus of this research.

Making Meaning. Throughout this reflective process, the primary purpose of reflection is for the individual to make meaning, which, according to Le Cornu (2009), citing Hunt (2005), means

> "a lifelong process of understanding the world and our relationship with it.
> . . . whereby adults come to understand the psycho-cultural assumptions
> that affect the way they think and behave." (Le Cornu, p. 282).

Through reflective progression individuals are able to move from a superficial understanding to tacit knowledge that is so engrained within a person's being, it is "extremely difficult, often impossible to articulate." (p. 283). How information is transformed into meaning and then externalized into change is explained in more detail in the subsequent sections below.

Internalization. Within the Internalization box, three forms of reflection are listed, each "linked to the making of meaning," with three distinctly different focuses and purposes by which change within the individual takes place (p. 283). The first form, surface learning, serves as the external information entry point into self and is the initial means by which the individual internalizes data and begins to find meaning (pp. 283-284). During this process the individual is assessing new information at a base level, making an initial determination on what is relevant that should be internalized.   In the second form, deep learning, the individual's focus is on gaining greater understanding of the information, moving from the "cognitive or memorized to a greater degree of personal absorption" that enables the individual to "relate new ideas" to existing knowledge (id.). In the third form, tacit knowledge, original external knowledge is internalized to the extent the individual is able to use that knowledge in "the ongoing process of existential change" (id.). It's in this last form that new information loses its

"discrete nature" and becomes an intrinsic part of the individual's "bank of tacit knowledge" (id.).

   Externalization. Once knowledge becomes tacit, meaning "so absorbed into an individual's being," that knowledge has become indistinguishable from the individual's self, self development moves into the externalization side of the model (p. 291). Within this process the three forms—thinking, speaking and writing—represent the three ways individuals begin to "reconstruct assimilated knowledge" and move toward change (p. 292). Each form within this process plays a critical role in a person's ability to externalize change, enabling him or her to become the person he or she strives to be. The first form, thinking, involves the individual identifying internally what changes need to take place, and how that change "might be appropriately expressed" (id.). Thinking in and of itself is not enough to initiate and sustain change, requiring the individual to move into the second form, speaking. This form requires the individual to consolidate and concretize their thinking into a plan that can be articulated (id.). The third and final form within this process is writing. Through the use of writing, the individual is able to create a concrete record of what he or she wants to achieve, then use that information to track his or her progress, continually reflecting on each challenge and using that information in his or her personal development journey.

   The next model to be analyzed is Boyatzis (2008) model that examines self development from a self-directed learning approach, graphically shown as Figure 2 below.

Figure 2

BOYATZIS
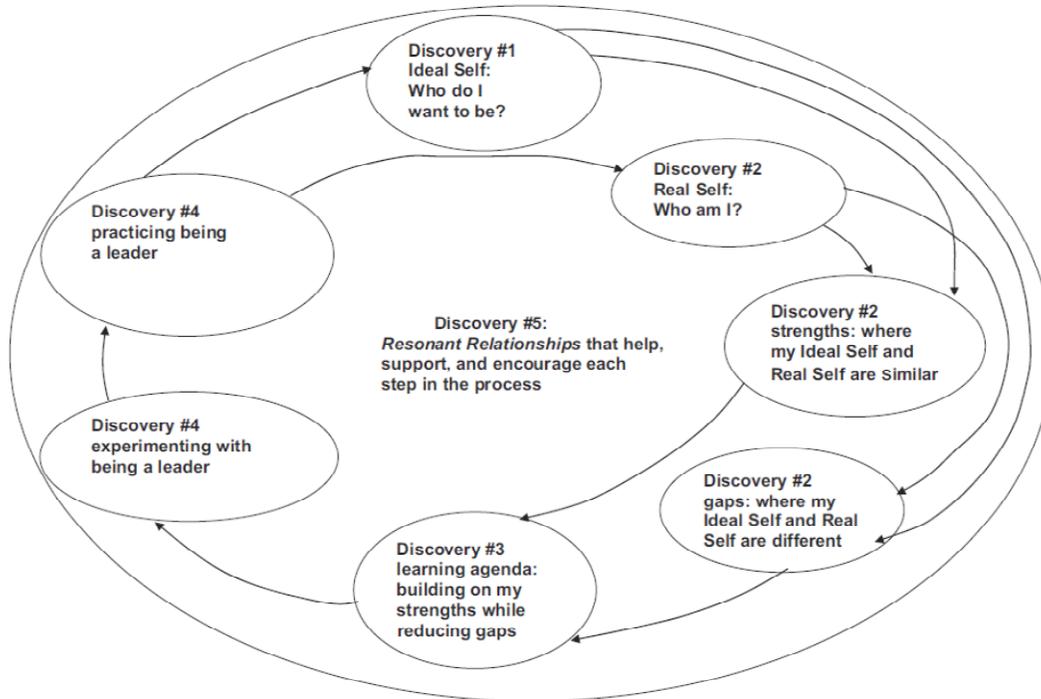
Reprinted from "Leadership Development from a Complexity Perspective", by Richard E. Boyatzis, 2008, *Consulting Psychology Journal: Practice and Research, 60*, p. 304. Copyright 2008 by the American Psychological Association. Reprinted with permission.

Boyatzis' model is based on the intentional change theory (ICT) that explains "sustainable leadership development in terms of the essential components of behavior, thoughts, feelings and perceptions" as they relate to leadership effectiveness in a complex system (Boyatzis, 2008, p. 298). The five discovery components within this model represent the "moments of emergence" that occur during leadership development in an iterative cycle (p. 303). Key components of Boyatzis' model and how it relates to self reflection and the identification of personal development goals are:

Discovery #1- *Ideal Self.* The focus of this discovery is on the individual defining who he or she is from an "ideal" point of view. Through the use of positive visioning, a

person's nervous system actually creates "new neural circuits that help" in guiding future behavior (Boyatzis, 2008, p. 304). An important step within this discovery is for the individual to separate what other tell the individual about the person "*they* want" him or her to be from what the individual defines as his or her Ideal Self, recognizing that the extent to which another's view is accepted or becomes part of a person's Ideal Self is determined by the extent to which the individual makes it a part of his or her own Ideal Self (id.). Defining one's Ideal Self enables an individual to keep focused on achieving his or her dreams, giving the individual the freedom to become the person he or she can be.

Discovery #2 –*Real Self, Strengths and Gaps.* Boyatzis (2008) In this discovery phase the individual is defining who he or she is in the current state, based on the premise for an individual to initiate change, he or she "must know what he or she wants to maintain" (p. 305). The greatest challenge in achieving this accurate self-image is this awareness of current self can be elusive, in that the "human psyche protects itself from the automatic intake of information" that can confuse the individual "into an image of who" he or she is (id.). While definition of self needs to come from within, achieving an accurate self image definition involves receiving constructive feedback from other to use in that assessment. Having feedback enables the individual the ability to fill in the "gaps" his or her own self view is unable to see.

Discovery #3 – *Learning Agenda.* This discovery is focused on an individual identifying a learning agenda that supports an individual's self development. The critical component of this phase is an individual's establishment of a plan for the things he or she "wants to try and explore" (p. 305). This openness to new experiences is focused on the

individual's desires, in contrast to the obligatory routine of completing someone else's

agenda (id.). The focus of this plan is on the individual learning new behaviors as

opposed to achieving performance goals, to improve a person's competencies.

Discovery #4 – *Experimentation*. Engaged in the learning process, this discovery

phase involves the individual learning and trying new approaches in behavior, to find

what works in what settings.   In this phase, the individual is experimenting and testing

new behaviors followed by a period of practice until the behavior is so ingrained into the

individual's being the behavior becomes "second nature of unconsciously enacted" (p.

307). Reflection plays an important role in this phase, as the individual is continually

assessing his or her learning experiences, progressively improving or learning from each

one.

Discovery #5 – *Other Helping Us.* This last phase in the discovery focus is on

relationships, which serve at the center of the discovery process. Relationships play a

crucial role in one's development, in that individuals need others' support, guidance, help

and coaxing to sustain desired change (p. 307). Such relationships formed during one's

self development are critical in that process, as those relationships help an individual

develop "sensitivity to cues" when an old behavior might be reemerging (p. 308). These

relationships formed on trust provide an individual important "sources of feedback,

support and permission for change and learning," providing the individual a safe

environment within which to change (p. 307).

Category 2. For this category, I reviewed Covey's (2004) *The 7 habits of highly

effective people* and Loehr and Schwartz's (2003) *The power of full engagement*. These

books were chosen based on the authors' reputations within the business community as

highly respected experts in the field of executive leadership development and that each book was written based on the methodologies used by these authors within the executive leadership development programs they've developed. While each book espoused a different methodology for leadership development based on their individual programs, my analysis of each program found each shared a core set of like principles for the use of self reflection in the development of personal development goals. The following outlines the core self reflection principles I found to be in common within both books.

Principle 1: use of self reflection to identify one's own self image. In both methodologies, self reflection begins with a series of questions designed to help the individual define how he or she views him or her self professionally. Loehr and Schwartz's program uses an inventory questionnaire, designed to help clients face the truth, through the "gathering of credible data" (Loehr & Schwartz, 2003, p. 16). Covey's accompanying workbook to his book *The 7 habits of highly effective* people, takes a different approach, asking the individual a series of questions designed to help the reader assess their personal paradigms, the way he or she "'see' the world—not in terms of [ ] visual sense of sight, but in terms of perceiving, understanding, and interpreting" (Covey, 2004, p. 23). The authors of both books use this step as they help the individual assess how he or she sees him or her self, based on the way the questions are answered. This assessment for both programs, serves to become the foundation for future self analysis work.

Principle 2: use of self reflection to assess the feedback from other as to how they perceive individual. Both methodologies emphasized the importance of gathering credible data from other sources to help the individual gain insights into what other think

of him or her that provides the individual another point of view from which to identify his or her strengths and growth areas. As noted by Loehr and Schwartz (2003) most of us tend to "underestimate the consequences of our . . . choices failing to honestly acknowledge" how the choices we make on a day to day basis impact the relationships we have "with our bosses, colleagues, spouses and children" (p. 16). When viewing self through the individual's own lens, the tendency is to paint "ourselves as victims" or to deny the impact the choices one makes has on his or her individual performance (id.). Once an individual gains insights into how other see him or her actions and viewpoints, the individual can experience what Covey (2004) refers as a "paradigm shift," in which the individual gains the "essential power" to initiate change (p. 32).

Principle 3: use of self reflection to define self vision and values. Establishing a self vision or mission supported by defined values are core components of both programs. Through the writing of a vision statement, the individual is defining what he or she believes in and his or her map for what he or she wants to achieve. A well written compelling vision has the power to reaffirm who an individual is, become the focal point for establishing development goals, and take a person's "ideas into the real world" (Covey, 2003, p. 44). Visions are an individual's inspiration for what's possible, while providing a blueprint for the individual upon which to base future decisions and choices on (Loehr & Schwartz, 2003, p. 145).

Before a vision can be written, however, both methodologies stress the need for an individual to identify his or her core values or principles. Here the authors differ on the use of the term "value," with Covey (2004) differentiating "principles" from values, defining them as "natural laws that cannot be broken," while Loehr and Schwartz

reference values as the "enduring code of conduct" that define the "rules of engagement" that help bring visions to life (Covey, 2004, p. 33; Loehr & Schwartz, 2003, p. 140). Regardless, the core principle of both methodologies is the same, before an individual can write a vision, he or she needs to define those core concepts, such as integrity, fairness, service, quality, patience, etc., that are fundamental to the individual's conduct and the decisions he or she makes. Establishing a core set of values or principles provides the foundation upon which the individual's vision can be defined and personal development goals identified.

One significant finding identified in both methodologies is the importance of basing one's vision and values on the whole person, versus establishing a separate list of values and visions based on one's individual roles. This holistic view is recognizes the uniqueness of each individual and the importance of establishing meaning that provides an individual direction in all aspects of his or her life.

Principle 4: use of self reflection to define personal development goals and develop plan of action. Loehr and Schwartz refer to this principle as "building a personal development plan grounded in positive energy ritual" (Loehr & Schwartz, p. 17). Both methodologies embrace defining personal development goals or plans that recognize the need for a person to grow holistically and in alignment with his and her established vision and values. Because holistic development forms the core of Loehr and Schwartz's methodology, their personal development plan approach focuses on identifying personal development goals that encourage the development of positive habits and routines that uplift and revitalize the individual, enabling him or her to "build and sustain energy" in all facets of the individual's life (id.). Covey's (2004) methodology takes a different

approach, focusing first on having the individual identify his or her various roles, then based on their mission, values and roles, using that information to define long term goals. Both methodologies emphasize the importance of connecting each goal back to the person's mission while establishing the what, why, how and when for each goal defined. What was not covered in depth in either methodology was the role of mentors in the self development process.

Category 3. For this category I reviewed two mentorship guidebooks which were written specifically to help the mentee prepare for a mentoring relationship, Phillips-Jones (2000) *The mentee's guide, how to have a successful relationship with a mentor* and Zachary & Fischler (2009) *The mentee's guide, making mentoring work for you*. The criteria used in my choice of guidebooks focused on the author's level of expertise in the subject matter, the emphasis on preparing the mentee for a mentoring relationship and the overall framework provided to define what a mentoring program is. My investigation of potential sources for this research was limited in that most guidebooks are written with the organization or mentor in mind. While the two resources I reviewed were consistent in the core information provided, the intent of each guidebook was contextually different, providing a rich context from which I was able to deduce a multi-facet view of how self-reflection can be used in the development of personal development goals and, more importantly, how self reflection and personal development goals can be used to guide the mentoring relationship. As both guidebooks align with the principles identified from the previous literature listed above, the following is a report of my findings as they relate to the core principles identified in relationship to how self reflection and personal development goals can be used to aid the mentoring relationship.

Principle 1: Using self reflection to define why a mentoring relationship is right for the mentee. Before enlisting a mentor both guides advocate the mentee taking time to assess why they want to find a mentor and what his or her goals are for engaging in a mentoring relationship. Engaging in a mentoring relationship "because it's the 'in' thing to do" is not a legitimate reason for entering into such a relationship (Zachary & Fischler, 2009, p. 41). Taking the time to reflect on why a mentee wants a mentor and what he or she hopes to gain from such a relationship enables the mentee to develop a better sense of what he or she "need[s] in a mentor" (id.).

Principle 2: Using self reflection to identify mentor selection criteria. Selection of the right mentor by the mentee is critical if the mentee is to achieve successful outcomes (Zachary & Fischler, 2009, p. 40). Identifying what criteria to base one's choice in mentor involves more than finding someone with the experience in a specific area related to the mentee's long term goals. Establishing what criteria the mentee values in a mentoring relationship, such as mentor experience level in alignment with mentee's goals, the mentee's learning style, how much interaction mentee expects from a mentor, what type of work style the mentee values, leadership role connections and experience, etc., then ranking that criteria accordingly provides the mentee a decision based model to use in selecting a mentor. Criteria should also take into account a mentee's definition of a mentor, how a mentee differentiates a role model from a mentor as well as what factors may inhibit the mentoring relationship, as each will help the mentee narrow the pool of potential candidates (Phillips-Jones, 2000, p. 19).

Principle 3: Continual reflection on goals and vision throughout the mentoring process. Core to both methodologies is the emphasis placed on the mentee, with help

from the mentor, to continually evaluate his or her goals and vision throughout the mentoring process. This evaluation helps the mentee and mentor measure the mentee's progress and provides the mentee the opportunity to refine his or her goals and vision as needed. This process also provides the mentee an opportunity to reflect on the mentoring relationship and determine what adjustments may be needed, including ending a relationship. Phillips-Jones (2000) discusses the significance of feedback, noting it is of equal importance that the mentee provide the mentor with feedback as for the mentor to provide a mentee feedback in assessing the health of the relationship and the mentee's progress (p.50). Using a journal to log ones progress and reflect on the relatonship as a whole is one of many tools a mentee can use to enhance his or her mentoring experience.

Survey Findings

The use of a survey enabled me to measure the importance respondents perceived in the mentee having personal development goals and the usefulness of those goals in selecting a mentor and in guiding the mentoring process. Full results of the survey results are reported in full in Appendix B.

At close of survey, 150 respondents had taken the survey, representing 18 percent of total possible. Of those, two sent responses via the MAOL program coordinator indicating the following difficulties in completing the survey: One was unable to access the survey and other was unable to complete the survey, due to a looping issue that occurred while they were taking the survey, in which the survey failed to retain the respondent's answers to one of the questions, preventing the respondent from advancing to the next question. The first issue was resolved when a new link to the survey had been

sent via e-mail. I was unable to successfully resolve the second issue, even after

consulting with Survey Monkey's on-line help center. The respondent impacted had

attempted to take the survey twice, each time experiencing the same issue at the same

question.

Two other respondents also sent feedback via the MAOL program coordinator

regarding the survey itself. Both respondents had never had a mentoring relationship, so

both expressed difficulties in completing the survey based on that lack of experience.

The survey had been purposely designed to require the respondents answer each question,

even if they had not had experience as a mentee or as a mentor; skipping any one

question would mean those respondents who skipped a question did not complete the

survey. Because these two respondents were taking the survey based on their personal

experience, one answered all of the survey questions the best they could, while the other

chose not complete the survey.   In reviewing the survey results, I noted that several other

respondents skipped questions that referenced specifically the mentor or mentee role.

Progression of skipped respondents are documented in Table 1 as follows:

Table 1

Question	Number of Respondents Who Skipped Question
1	1
2	1
3	3
4	6
5	10
6	10
7	10
8	10
9	12
10	13
11	13
12	13

Given the points within the survey where respondents began to skip questions and the relationship to the mentee or mentor role, I suspect the reasons respondents skipped answering specific questions may be similar to the two later respondents. However, without feedback from the respondents themselves, sufficient data does not exist to validate the cause. These issues were taken into account in the analyzed results.

Of the 150 respondents, 137 of those surveyed (91.3 percent) indicated they had personal development goals; 123 (82 percent) indicated they had had a mentor; and 104 (73.8 percent) indicated they had been a mentor, full results reported in Appendix B, Questions 1, 2, and 8. The remaining questions were asked to elicit the following information:

- From the mentee's point of view:
    - The perceived importance in using personal development goals in the identification of potential mentors
    - The importance placed on having personal development goals to guide one's personal and professional development
- From the mentor's point of view:
    - The importance of the mentee using personal development goals in the selection of a mentor
    - The value placed on using the mentee's personal development goals to guide the mentoring relationship

o The usefulness in using the mentee's personal development goals to

measure the success of the mentoring relationship and the mentee's

progress

The Mentee. To evaluate the perceived importance in using personal development

goals in the identification of potential mentors, respondents were asked a series of

questions designed to determine which criteria respondents found the most or least

beneficial from a list of provided criteria, one of the choices being an open field that

enabled respondents to fill in criterion not included in given selections, full results

reported in Appendix B, Questions 3 and 4. Of the eight criteria listed, respondents

indicated the two most important criteria one would use in selecting a mentor would be a

mentor's professional experience (68.9 percent) and the mentor's ability to give and

receive feedback (68.2 percent). Personal development goals ranked fourth, with 36.5

percent of respondents selecting this as one of the top three criteria they would use in

selecting a mentor. When asked which three criteria would be least beneficial in the

selection of a mentor, 103 respondents (71 percent) chose personal learning style, while

99 respondents (68.3 percent) indicated they would find an established personal

relationship as least beneficial, followed by an established professional relationship (70

respondents, 48.3 percent). Personal development goals came in fifth, with 41 of the

respondents (28.3 percent). Personal development goals also came in fifth when

respondents were asked to select all the criteria they thought proved to be most beneficial

to the mentor relationships they've been involved in (41 respondents, 29.1 percent), see

Appendix B, Question 5.

In addition to these questions, respondents were also asked to rank the level of importance they placed on using one's personal development goals in selecting a mentor, Appendix B, Questions 6 and 7. Based on the answers to these questions, 111 respondents (78.7 percent) indicated using personal development goals were a very important or important component in selecting a mentor, with 52 (36.9 percent) indicating using one's goals in the selection process was very important and 59 (41.8 percent) indicating it was important.

Based on these findings, I conclude that respondents found the use of personal development goals in the mentor selection process beneficial, though not the top criteria they would use in the identification of a mentor.

To measure the importance personal development goals have in guiding one's personal and professional development, respondents were asked one question, asking them to rank their perceived importance, Appendix B, Question 9. Results indicate an overwhelming 91.5 percent of the responses indicate personal development goals were important (56 respondents, 39.7 percent) or very important (73 respondents, 51.8 percent). This result indicates the recognition by respondents of the importance goals have in the mentoring process.

The Mentor. One question was asked to determine how, as a mentor, respondents would rank the importance of a mentee basing his or her mentor selection on the mentee's personal development goals, Appendix B, Question 9. Of the respondents, 63 (45.3 percent) ranked this as important, with 38 (27.3 percent) ranking this as very important.

Two additional questions were asked to determine the importance personal development goals have in guiding the mentoring process, the first measuring the importance of a mentee having personal development goals to aid in the guiding of the mentee's development; the second a yes/no question, asking if the mentor had used the mentee's goals as an aid to guide the mentoring process, Appendix B, Questions 10 and 11. For the yes/no question, a third option was provided for respondents to indicate they had not been a mentor, excluding them from having to choose between the other choices. For the first question, 62 respondents (44.9 percent) indicated it was important for the mentee to have personal development goals, with 59 (42.8 percent) indicating it was very important. For the second question, 90 of the respondents (65.2 percent) answered they had used a mentee's personal development goals as an aid to guide the mentoring process.

The last question was a yes/no question, focused on determining how useful respondents would find using the mentee's personal development goals as a way to measure the success of the mentoring relationship and the mentee's progress, Appendix B, Question 12. 120 of the respondents (87 percent) answered this question yes.

Interview Findings

My analysis of the interview findings have been grouped into the following categories: Methodology Insights and Personal Development Goals related to the mentee/mentor relationship. The data gathered was based on the interview questions asked, full list of interview questions reported in full, Appendix A-2.

Interviewees were asked a series of questions regarding the methodologies they employ within their practices to assist clients in the development of personal development goals, list of questions reported in full in Appendix A-2, question 2, with a summary of interview responses reported in Appendix C. The key findings summarized from interview summaries are reported in Table 2.1.

Table 2.1

Component	Key Notes
Using a structured approach to help mentee identify personal development goals	• Approached used will differ based on person.
Client self assessment	• Critical component in development of goals and establishing what client wants out of a mentoring/coaching relationship
Input from others	• Structured evaluations completed by managers provides information and insights in the development of goals
Development of goals that focus on the whole person	• While each of the interviewees welcomed holistic approaches to goals, was recognized that most organizations tend to be more interested in the development of professional skills.
Established individual mentee/mentor roles	• Critical mentee and mentor have well defined role expectations and responsibilities • Important relationship between mentor and mentee be reciprocal • Mentor/Mentee relationship should have a clearly established beginning and end • Mentee owns the responsibility to connect, follow up and do the work

The data provided by the interviewees indicated that all three used some form of structured approach to help individuals develop personal development goals. Data also

indicated the importance for the mentee to engage in self reflection, as well as seeking input from other to help in the identification of personal development goals. Findings further indicate that, while most organizations are more interested in the mentee developing skills that will help the organization as a whole, all three interviewees recognized the importance of a person having personal development goals focused on the holistic development of self. Finally, interview results support the need by the mentee to own the mentoring process by having clearly defined expectations on what they want out of the relationship and well established expectations and responsibilities on what the roles of the mentor and mentee are.

Personal Development Goals

In addition to methodology, interviewees were asked a series of questions regarding the importance of personal development goals and the roles they play in the coaching/mentorship process, list of questions reported in full in Appendix A-2, question 3, with a summary of interview responses reported in Appendix C. The key findings summarized from interview summaries are reported in Table 2.2.

Table 2.2

Component	Key Notes
Identification of goals	• Continually assessed with client throughout development engagement • Central role in person's development and to the work done between mentor and mentee
Measurability	• Must be measurable, in that they need tangible outcomes that can be used to measure whether goal has been met • Measurement of success based on mentee establishing what success for each goal might look like • How goals are measured varies based on individual
Leveragability	• Used throughout process • Used in pairing mentor with mentee

All three interviews recognized the critical role personal development goals play in a person's development, noting goals are central to a person's development, providing the means by which success can be measured. The data also recognizes that once established, a continual assessment of those goals is required to determine the mentee's progress and to weigh whether a goal remains relevant in the individual's growth. Based on the results of these assessments, goals may be reprioritized, existing goals updated or removed, and new goals introduced. Data also indicates the importance for goals to be measureable, so as to provide the individual and his or her mentor the means for tracking the mentee's progress in achieving said goals. All of these findings support the need for an individual to have goals and the importance of using those in the mentoring relationship.

<u>Discussion of Findings</u>

In my analysis of the data above, several core findings emerge that assist in answering this study's core question "*How can self-reflection aid in the development of personal development goals to guide the mentorship process?*" In the following pages, I will be seeking to answer this question through thorough examination of the following sub-questions: What methodologies create personal development goals?; How personal development goals might be utilized to identify potential mentors?; and what role personal development goals play in the mentoring process?

Methodologies.

Based on the research above, the following proposed model has been created as a framework to be used in my discussion identifying "what methodologies create personal development goals," see Figure 3.

Figure 3
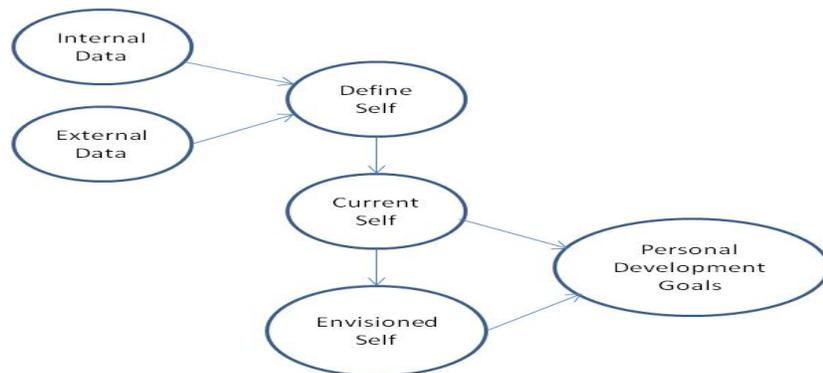
Data Input. The core components outlined within this model each play a very specific role in the identification of personal development goals. This model depicts the starting point for that process with the data receipt of both external and internal data.

Based on the findings in Le Cornu's (2009) Model of the Process of Reflection Based on Internalization and Externalization, this model recognizes that the data one receives, how one internalizes that data, as well as what data sources information is received from all influence how an individual processes data and determines what to use in defining self. Professional personal development programs such as Covey's (2004) and formal mentoring programs have well established data gathering tools, developed and refined based on years of research, that are designed to help the individual gather data from both internal and external sources. This structured gathering of data helps an individual gain an accurate portrait of his or her current self from several data points, providing rich information from which the individual can base potential personal development goals on. Recognizing data from both internal and external sources may be tainted, the tools used to gather data need to take this into account to ensure the individual is receiving credible data. While tools do exist for individuals to use in the gathering of his or her own data, the effectiveness of such tools in gathering credible data was not a focus of this study.

Define Self. As shown in the model above, define self consists of two parts, defining Current Self and Envisioned Self. Defining Current Self is a critical step in the development of personal development goals, as this process "can be a powerful motivator for change" (Boyatzis, 2008, p. 305). In defining current self it is crucial a person recognize the factors that contribute to current behaviors, including relationships and habits, as such factors need to be known to understand what changes may be needed. Lastly, defining Current Self involves a person taking responsibility for him or her self, enabling him or her to own who they are and setting the foundation upon which change can take place (Le Cornu, 2009, p. 286).

Defining one's Envisioned Self involves creating a vision for who one wants to be, based on one's core values or principles, creating the blueprint for what one strives to achieve. Similar to an architect designing a home for a client, this step involves the individual identifying what his or her passions and dreams are, creating "positive visioning" and energy providing the individual the impetus for change (Boyatzis, 2008, p. 304). This is when individuals have the opportunity to imagine the "uncreated worlds of potential" within and use that information to begin, what Covey (2004) refers to as, the process of "rescripting" or "paradigm shifting" (p. 103).

Personal Development Goals. Once defined, differences between Envisioned Self and the Current Self are used to identify ones Personal Development Goals. Personal Development Goals, as shown by the literature review above and the self development experts interviews, form the cornerstone of personal development, defining what an individual is pursuing in clear distinct terms. Important in the defining of each personal development goal is for each goal to have a clear statement as to what the goal is; why it is an important goal to achieve; and how one will achieve the goal, with a vision of what success will look like once a goal has been achieved.

In discussing the model above, one cannot ignore the critical role self reflection has throughout this process. To be effective, self reflection needs to take into account one's own data perspective of self, as well as credible data solicited from others, in order to provide the mentee a complete picture. This requires the mentee to be open to negative as well as positive feedback to gain the insights necessary to help the mentee define his or her core values, upon which the individual's personal vision and development goals can be defined.

Equally important is the recognition that self reflection is an on-going process, as the pursuit of learning should be a lifelong endeavor, requiring the development of new visions and new goals reflective of the life cycle each individual encounters. While the model above portrays the development cycle as linear, self development and the identification of personal development goals is an on-going process, as each new experience has the possibility of presenting an individual with new challenges. As noted by Zajonc (2011), the pursuit of knowledge "is not an object" to be acquired, but an "epiphinal moment" of enlightenment that enables the individual to see the world in a new way. The findings above are consistent with the data provided from the interviews conducted and the identified principles outlined in my literature review of Covey (2004) and Loehr and Schwartz (2003).

Selecting a mentor.

Several factors go into the selection of a mentor, including one's personal development goals. While shown not to be the primary consideration in the selection process based on the literature review and survey results above, one's personal development goals serve an important role in the identification process that should not be overlooked. The following is a analysis of that role.

Well defined goals provide a wealth of information that can be utilized in the mentor selection process. Because not every personal development goal requires a mentor, the individual must first determine if the process of achieving ones goals would benefit from having a mentor. Making this determination involves self reflection on the individual's part, focused on assessing what one needs to work on, in addition to what

types of relationships and experiences would be of benefit toward achieving ones

Envisioned Self.

Having well defined goals assists in this process, as the individual has already

assessed the "what," "why," and "how" for each goal, providing valuable information

that will assist in determining why he or she may want a mentor and what such a

relationship might provide of benefit (Zachary & Fischler, 2009, p. 40). Such

information provides important criteria one can use in the selection process, especially

when paired with other factors, such as mentor experience or an individual's learning

style, that clearly define the type of mentor an individual is seeking. Organizations with

formal mentoring programs and guidebooks, such as the two mentee guides reviewed for

this study, provide assessment tools designed to assist an individual in defining selection

process criteria. Establishing the effectiveness of these tools when used by an individual

seeking to establish a mentoring relationship outside the confines of a developed

mentoring program was not the focus of this study.

The importance of leveraging personal development goals in the identification of

potential mentors aligns with my findings based on the data gathered from my literature

review of Phillips-Jones (2000) and Zachary and Fischler (2009), the survey results and

interviews conducted.

Mentoring process.

As confirmed by the data gathered from the interviews from all three subjects,

personal development goals serve as the foundation in the mentoring process, providing

the blueprint for what the relationship is working to achieve and the tools by which

progress can be measured. The following proposed model has been constructed to aid in the discussion of my findings on the role goals have in the mentoring process, see Figure 4.

Figure 4

Personal Development Goals Role in Guiding the Mentoring Process
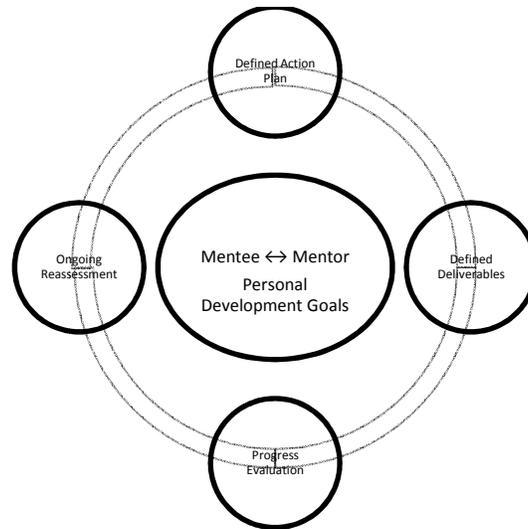
The mentee/mentor relationship with one's personal development goals have been purposely placed at the center of this diagram to represent the central role each plays in the mentoring process. Within this space, while each role has a specific purpose that each is responsible for, the interaction and support between each role plays a critical part in determining the success of the relationship. The following is a discussion of the relationship between each role and the mentoring process.

The mentee-mentor relationship. In a mentoring relationship, the mentee is the primary person responsible for owning the process. In this role, it is up to the mentee to define what he or she wants from the relationship and what benefits he or she hopes to gain. At the core of this self reflection is ones personal development goals and the criteria used to select the mentor partner. At the point in time the mentee engages in the

relationship, these serve as the foundation for the mentoring relationship, providing the beginnings of a contract between the mentee and the mentor. The mentee also has the responsibility of doing the work necessary to achieve his or her goals. This responsibility includes doing the self reflection work, such as journaling, needed to help the mentee and mentor gauge the mentee's progress.

The mentor's primary responsibility in the relationship is to guide and support the mentee throughout the mentoring process, providing the mentee access to the knowledge needed to help the mentee in achieving his or her goals. This includes listening instead of telling the mentee what to do, providing information that may influence a mentee's development path, while recognizing the benefits the mentee gains by learning to shape his or her own plan of action.

At the core of the relationship are the mentee's personal development goals. Personal development goals provide the means by which both parties are able to measure the mentee's progress as well as the success of the mentoring relationship in helping the mentee meet those goals.

Surrounding the core are the four key components—Defined Action Plan, Defined Deliverables, Progress Evaluation, and On-going Reassessment—that aid in the mentoring process to ensure the mentee's personal development success. Having a defined plan of action for the mentee provides the mentee and mentor with a road map establishing how the mentee's personal development goals might be achieved. Defined deliverables aid in holding a mentee accountable, providing the means by which progress might be measured. The use of both ensures the mentee and mentor have "clarity

regarding" the mentee's goals and how to measure when a goal has been met (Zachary & Fischler, p. 56).

Once defined, deliverables assist the mentee and the mentor in evaluating the mentee's progress, identifying what might need to change and where the mentee may need further on-going support. Effective progress evaluation requires a mentoring relationship be built on trust, where each party feels comfortable in providing the necessary feedback, some of which may be uncomfortable for either party to hear. To paraphrase one of the comments shared during the interviews, mentoring relationships are not about friendship, they are about providing the mentee with the feedback needed to use in achieving their goals.

The final circle represents the on-going reassessment process. This process involves the continual evaluation of the mentee's goals to determine their ongoing relevancy within the context of the mentoring relationship and in alignment with the mentee's vision and values. This continual filtering process helps both parties ensure the relationship continues to be focused on the personal development goals most relevant to the knowledge and support the mentor can provide.

The relevancy of the role personal development goals play in the mentoring process is supported by the data gather during my literature review of Phillips-Jones (2000) and Zachary and Fischler (2009), the survey results and the interviews conducted.

VII.   Summary

This study explored how self-development can aid in the development of personal development goals to guide the mentoring process. My purpose for engaging in this topic

stemmed from my own realization that professional and personal development needed to expand beyond the development of the skills to include goals focused on building knowledge that enables an individual develop holistically. The relevancy for studying this topic is the increasing recognition of the link between successful leadership and role holistic development has in a leader's success, coupled with the continuing evolution mentoring relationships are experiencing as discussed in the conceptual context section. To answer the primary question, I employed three different methods of study: first, a literature review evaluating relevant literature related to the subjects of self reflection, personal and professional development, and mentees preparing for a mentoring relationships; second, a survey of the MAOL students and alumni; and third, interviews with three personal and professional development professionals.

Through the exploration of these multiple sources, three core themes emerged that formed the foundation for my findings. The first theme to emerge was the relevancy self reflection has in the establishment of personal development goals and the personal development process. Le Cornu's (2009) article on reflection was of particular significance in researching this connection, as the proposed reflection model within this article helped me better understand the central role reflection has in a person's ability to process data and initiate the level of change associated with personal development. This research helped establish why articulating one's vision and personal development goals through thinking, speaking and writing are so critical in one's personal development, as they enable the individual to "reconstruct assimilated knowledge" in a way conducive toward change (Le Cornu, 2009, p. 292).

The second theme identified was the core role personal development goals have, in partnership with one's personal vision, in self development. Personal development goals are the connection between a person's current self and envisioned self, providing the individual the means by which his or her envisioned self can be achieved. As noted by all three persons interviewed, personal development goals are at the heart of one's development, providing the guidance and vision required for individual to achieve success.

The final core theme to emerge was the central role personal development goals have in guiding the mentoring process, forming the basis for why the relationship exists. A mentee's personal development goals are vital within the mentoring relationship, as they provide the purpose for the relationship and the means by which the relationship's effectiveness can be measured. Intentional change based on goals is critical to a person growth, as one's envision self "will not likely occur by chance" (Boyatzis, 2008, p. 306).

The connection results within this study confirm the responsibility of the individual in owning his or her personal development. For the individual interested in pursuing his or her own self development, the information within this study provides an understanding of the role self reflection has in the development process and how the goals developed from that process can be leveraged to select potential mentors and guide the mentoring process. This involves a person taking responsibility for him or her self, enabling him or her to own who they are and setting the foundation upon which change can take place (Le Cornu, 2009, p. 286).

The results of this study further confirm the beneficial impacts holistic development has on an organization's overall effectiveness, through enhanced retention

rates, reduced employee burn out and the development of leaders who demonstrate proactive skills (Greenblatt, 2002, p. 180 and Seibert & Kraimer, 1999, p. 425). The confirmation of this finding encourages the support of self development at every level of the organization. Such encouragement has the potential to "increase a worker's ability to perform at home and *at work,*" leading to potential gains in retention rates and higher performance, while reducing potential burnout rates (Greenblatt, 2002, id.).

Lastly, the results of this study support the practice of self reflection by every individual in his or her pursuit of personal development. Through the practice of continual self reflection individuals have the ability to continually build their "image of a desired future" and sustain the sense of hope it is attainable. (Boyatzis, 2008, p. 303).

Study Limitations.

One of the limiting factors for this study was requiring survey respondents to answer each question within the survey, regardless of his or her previous mentoring experiences or lack thereof. While the majority of respondents had answered "yes" when asked whether they had had a mentor and whether they had been a "mentor," the number of respondents who selected "no" had a high correlation rate to the number of respondents who had skipped subsequent questions, thereby failing to complete the survey. Statistically 8.6 percent of respondents were unable to complete the survey, two of which were related to statistical issues.

A second factor impacting the results of this study stemmed from an equipment failure that rendered the audio recordings for the three interview sessions unusable. The lack of recordings was compensated through the use of summaries created based on the notes and personal recollections of each interview, followed by verification by the

interview subjects the information reflected within the summaries captured the key

discussion points.

        While this study provides insights into the role self reflection has in the

development process, it is recommended that more studies be done to address the

question of how this information might be used to assist the individual in being his or her

own self advocate in the mentoring process. In addition, while this study supports the

significant role self reflection and the establishment of personal development goals have

in the mentoring process, the effectiveness of an individual's ability to engage in the

mentoring process without the aid of a mentor or a formal mentoring program has not

been measured, providing further opportunity for future studies.

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Appendix A
Research Instruments

Appendix A-1
Thesis Survey Questions
Mary Forseth

Survey Goal:
- To gather data on what criteria students and alumni have used in identifying potential mentor candidates and how personal development goals may have aided in the mentoring process

Needs/Hypothesis:
- What criteria are typically used in selecting potential mentors?
- Is there a relationship between having personal development goals and selecting mentor(s)?
- Do participants see value in using personal development goals to aid in the mentor process?

Data to Collect:
- Criteria used in selecting potential mentors
- Number of participants who have personal development goals
- Number of participants who have used personal development goals to select mentors
- Participant perceived value in using personal development goals in aiding the mentor process

Questions:
- For purposes of this research, Personal Development Goals are defined as goals aimed at the development of one's holistic self, physically, mentally, emotionally and spiritually. Do you have personal development goals?
    - ○ Yes
    - ○ No

- For purposes of these next set of questions, the follow terms are defined as:
    - ○ **Mentor relationship**: a relationship in which one person teaches, guides, and/or advises another less experience person.
    - ○ **Informal mentor relationship**: an unplanned mentor relationship organically formed between two individuals based on common interests.
    - ○ **Formal mentor relationship**: an arranged mentor relationship based on explicit helping agreements between experienced person and a mentee.

- Have you ever had a mentor?
    - ○ Yes

- o No

- If you were to select a mentor, select 3 criteria from the choices below that would be most beneficial in making that selection:
  - o Experience in professional field
  - o Established personal relationship
  - o Established professional relationship
  - o Similar values
  - o Ability to give/receive feedback
  - o Personal development goals
  - o Personal learning style
  - o Other _____

- If you were to select a mentor, select 3 criteria from the choices below that would be least beneficial in making that selection:
  - o Experience in professional field
  - o Established personal relationship
  - o Established professional relationship
  - o Similar values
  - o Ability to give/receive feedback
  - o Personal development goals
  - o Personal learning style
  - o Other _____

- Reflecting on the mentor relationships you've been involved in, select which of the following criteria have turned out to be the most beneficial:
  - o Experience in professional field
  - o Established personal relationship
  - o Established professional relationship
  - o Similar values
  - o Ability to give/receive feedback
  - o Personal development goals
  - o Personal learning style
  - o Other _____

- Rank on the scale below the importance of using one's personal development goals in selecting a mentor
  - o 1 – Very important
  - o 2 – Important
  - o 3 – Neutral
  - o 4 – Unimportant

- As the mentee, rank on the scale below the importance of having personal development goals to guide one's personal and professional development
  - o 1 – Very important
  - o 2 – Important

- o 3 – Neutral
- o 4 – Unimportant

- Have you ever been a mentor?
  - o Yes
  - o No

- As a mentor, rank on the scale below the importance for the mentee to make their mentor selection based on the mentee's personal development goals
  - o 1 – Very important
  - o 2 – Important
  - o 3 – Neutral
  - o 4 – Unimportant

- As a mentor, rank on the scale below the importance for a mentee to have personal development goals to aid in the guiding the mentee's personal and professional development
  - o 1 – Very important
  - o 2 – Important
  - o 3 – Neutral
  - o 4 – Unimportant

- As a mentor, have you used a mentee's personal development goals in the mentor relationship as an aid to guide the process?
  - o Yes
  - o No
  - o I have not been a mentor

- As a mentor, would you find it useful to use the mentee's personal development goals as a way to measure the success of the mentor relationship and the mentee's progress?
  - o Yes
  - o No

Appendix A-2
Thesis Interview Questions

Propose of Interview: To identify the role personal development goals play in aiding the mentoring process

Objectives:
1. Learn what are the preferred methodologies for helping clients prepare for and establish personal development goals,
2. Learn how personal development goals guide the mentoring/development process.

Interview Inventory:

1. Tell me about your history and experience in the field of personal/professional development:
    a. How long have you been in this field?
    b. What was your training/background?
    c. Tell me about what it is you do.

2. What methodologies do you find effective for helping clients establish personal development goals?
    a. How would you define what personal development goals are?
    b. In your opinion, what is the importance of focusing on the whole person, when developing personal development goals, rather than just a person's professional development?
        i. Very important
        ii. Important
        iii. Neutral
        iv. Unimportant
        v. Depends _____
    c. In your opinion, what are the key components that make up a good methodology?
    d. What makes those methodologies useful?
    e. What prep work is the client expected to do?
    f. What role does self-reflection have in this process?

3. When working with clients, how have personal development goals helped in that process?
    a. How do you help the client identify which of their personal development goals they should focus on and in what order?
    b. How do you use identified goals in the development process?
    c. How often are goals revisited?
    d. How do you measure whether a goal has been achieved?

4. Is there anything else you would like to share that may be useful to my research?
    a. Do you have any additional insights you think would be helpful?
    b. Are there any resources you'd recommend?

5. Would you be available for me to contact later, should I have any follow up questions?

Appendix B
Reported Survey Results

Thesis Research Survey – Question 1

For purposes of this research, Personal Development Goals are defined as goals aimed at the development of one's holistic self, physically, mentally, emotionally and spiritually. Do you have personal development goals?

Answer Options	Response Percent	Response Count
Yes	91.3%	137
No	8.7%	13
	answered question	150
	skipped question	1

Thesis Research Survey - Question 2

Have you ever had a mentor?

Answer Options	Response Percent	Response Count
Yes	82.0%	123
No	18.0%	27
	answered question	150
	skipped question	1

Thesis Research Survey - Question 3

If you were to select a mentor, select 3 criteria from the choices below that would be most beneficial in making that selection:

Answer Options	Response Percent	Response Count
Experience in professional field	68.9%	102
Established personal relationship	23.0%	34
Established professional relationship	29.7%	44
Similar values	53.4%	79
Ability to give/receive feedback	68.2%	101
Your personal development goals	36.5%	54
Personal learning style	16.9%	25
Other (please specify)	3.4%	5
	answered question	148
	skipped question	3

Number	Response Date	Other (please specify)	Categories
1	Jan 24, 2012 3:00 PM	Time available to be a mentor	
2	Jan 20, 2012 12:47 AM	Easy to talk to, comfortable with	
3	Jan 19, 2012 2:51 PM	Explicit (often written contract) commitment to the mentoring relationship by both parties.	
4	Jan 18, 2012 8:22 PM	Personality style that mixes well with my own	
5	Jan 18, 2012 12:54 PM	Spiritually grounded so in touch with true Self	

Thesis Research Survey - Question 4

If you were to select a mentor, select 3 criteria from the choices below that would be least beneficial in making that selection:

Answer Options	Response Percent	Response Count
Experience in professional field	23.4%	34
Established personal relationship	68.3%	99
Established professional relationship	48.3%	70
Similar values	33.8%	49
Ability to give/receive feedback	13.8%	20
Your Personal development goals	28.3%	41
Personal learning style	71.0%	103
Other (please specify)	13.1%	19
answered question		**145**
skipped question		**6**

Number	Response Date	Other (please specify)	Categories

1	Jan 31, 2012 1:43 AM	All are important, just a different level of importance
2	Jan 27, 2012 3:56 AM	Lack of commitment
3	Jan 25, 2012 4:19 PM	too young
4	Jan 24, 2012 7:40 PM	Anything else
5	Jan 24, 2012 2:42 PM	No professional experience in the field, No established personal experience and different values; these don't need to match perfectly; however, there needs to be som common basis/beliefs.
6	Jan 23, 2012 7:33 PM	Give me another criterion
7	Jan 20, 2012 6:39 PM	gender
8	Jan 19, 2012 10:22 PM	anything else
9	Jan 19, 2012 2:58 PM	Potential to compete for same positions
10	Jan 19, 2012 2:51 PM	recommendation of someone else
11	Jan 19, 2012 2:04 AM	gender
12	Jan 18, 2012 4:32 PM	Not sure.
13	Jan 18, 2012 12:55 PM	An ungrateful attitude towards life
14	Jan 18, 2012 4:29 AM	ability to meet only remotely - not in person
15	Jan 17, 2012 11:57 PM	Proximity
16	Jan 17, 2012 10:25 PM	unsure at this time
17	Jan 17, 2012 10:03 PM	gender of mentor
18	Jan 17, 2012 9:34 PM	Selecting someone that is uninterested in mentoring
19	Jan 17, 2012 9:32 PM	Accredidtions or degrees to exemplify their prestige

Thesis Research Survey - Question 5

Reflecting on the mentor relationships you've been involved in, select which of the following criteria have turned out to be the most beneficial (Select all that apply):		
Answer Options	**Response Percent**	**Response Count**
Experience in professional field	56.0%	79
Established personal relationship	31.9%	45
Established professional relationship	29.8%	42
Similar values	49.6%	70
Ability to give/receive feedback	63.1%	89
Personal development goals	29.1%	41
Personal learning style	12.1%	17
Other (please specify)	9.9%	14
	answered question	141
	skipped question	10

Number	Response Date	Other (please specify)	Categories
1	Jan 26, 2012 1:54 AM	I haven't really had a mentor but have had managers who might be situationally like a mentor	
2	Jan 25, 2012 2:48 PM	opportunity to collaborate on projects	
3	Jan 25, 2012 1:38 AM	Not Applicable	
4	Jan 24, 2012 3:16 PM	Have not been involved in mentoring relationships	
5	Jan 24, 2012 2:25 AM	Ability to discuss differing opinions/philosphies of practice	
6	Jan 20, 2012 12:49 AM	Being comfortable with each other	
7	Jan 19, 2012 10:48 PM	n/a	
8	Jan 19, 2012 2:50 AM	No Mentor Relationship	
9	Jan 18, 2012 11:30 PM	n/a	
10	Jan 18, 2012 8:22 PM	Personality style that mixed well with my own	
11	Jan 18, 2012 12:56 PM	Generosity of heart and a willingness to sacrifice for a greater good	

12	Jan 17, 2012 11:27 PM	I was the mentor, so the most important criteria was that the mentee be open to feedback
13	Jan 17, 2012 9:52 PM	Have not had a mentor
14	Jan 17, 2012 9:45 PM	Not applicable - have not pursued a mentoring relationship

Thesis Research Survey - Question 6

Rank on the scale below the importance of using one's personal development goals in selecting a mentor		
Answer Options	Response Percent	Response Count
1 - Very important	36.9%	52
2 - Important	41.8%	59
3 - Neutral	20.6%	29
4 - Unimportant	0.7%	1
	answered question	141
	skipped question	10

Thesis Research Survey - Question 7

As the mentee, rank on the scale below the importance of having personal development goals to guide one's personal and professional development		
Answer Options	Response Percent	Response Count
1 - Very important	51.8%	73
2 - Important	39.7%	56
3 - Neutral	8.5%	12
4 - Unimportant	0.0%	0
	answered question	141
	skipped question	10

Thesis Research Survey - Question 8

Have you ever been a mentor?		
Answer Options	Response Percent	Response Count
Yes	73.8%	104
No	26.2%	37
	answered question	141

Thesis Research Survey - Question 9

As a mentor, rank on the scale below the importance for the mentee to make their mentor selection based on the mentee's personal development goals

Answer Options	Response Percent	Response Count
1 - Very important	27.3%	38
2 - Important	45.3%	63
3 - Neutral	24.5%	34
4 - Unimportant	2.9%	4
answered question		139
skipped question		12

Thesis Research Survey - Question 10

As a mentor, rank on the scale below the importance for a mentee to have personal development goals to aid in the guiding the mentee's personal and professional development

Answer Options	Response Percent	Response Count
1 - Very important	42.8%	59
2 - Important	44.9%	62
3 - Neutral	10.1%	14
4 - Unimportant	2.2%	3
answered question		138
skipped question		13

Thesis Research Survey - Question 11

As a mentor, have you used a mentee's personal development goals in the mentor relationship as an aid to guide the process?

Answer Options	Response Percent	Response Count
Yes	65.2%	90
No	10.1%	14
I have not been a mentor	24.6%	34
answered question		138
skipped question		13

Thesis Research Survey - Question 12

• As a mentor, would you find it useful to use the mentee's personal development goals as a way to measure the success of the mentor relationship and the mentee's progress?

Answer Options	Response Percent	Response Count
Yes	87.0%	120
No	13.0%	18
	answered question	138
	skipped question	13

Appendix C
Combined Interview Summary

Methodology Insights:
- Important to have structured approach, focused on identifying what areas mentee's should focus on
- Structured evaluations filled in by mentee and managers provide information and insights that help in the development of goals
- Mentor/Mentee relationship itself has a clearly establish beginning and end identified, that establishes framework from within to work
- Training mentor/mentee on what's expected in their individual roles critical so each understand expectations and responsibility within the relationship as well as how to be mentor/mentee important
  - Mentors
    - Relationships established outside of direct reporting structure, to enable dialog/mentoring experience
    - Need to be good listeners as oppose to "problem solvers," listening to mentee's while providing guidance as needed
  - Mentees
    - Responsibility to own connection, follow ups with mentor and doing the work
- Methodology based on standard methodologies used in leadership development and client self assessment an important component of process
- Highly values the importance of development goals that focus on the whole person. Has been fortunate enough to have a previous employer who told her when she came to work, he wanted her to bring the whole person to work, not just the skills needed for the job.
- Acknowledge not all organizations/employers place value in personal development goals
- Discussed the need for mentorship to be a reciprocal relationship between mentor and mentee, in which mentor is learning from mentee as well.
- Uses appreciative inquiry to ask questions that drill to the core of what the client's needs/development goals are.

- Methodology approach will differ based on individual
- Focusing on methodology to identify spiritual is difficult to market, as concept focuses on the intangible, difficult to measure. Outcomes are based solely on the client's perception of success. "What I do" and "who I serve" varies greatly with each client. Marketing is primarily by word of mouth.
- Client self-reflection important component of process

Personal Development Goals:
- Play critical role in mentoring process
- Goals must be measurable, in that they need tangible outcomes that can be used to measure whether goal has been met
  - Important that mentee define what success would look like, in measurable terms
- Goals revisited throughout process to evaluate progress
- Goals also used in pairing mentor with mentee
- Identification of which goals should be focused on continually assessed with client on throughout development engagement based on need/client focus
- Goals are continually assess during this time
- Measurement of success based on establishing what success for goals might look like
- Belief that personal development goals play central role in person's development and are everything to a person's development and the work that we do together.
- Goals are continually revisited throughout process. Each follow up visit is approached as a new beginning. Nothing is carried over from the past unless it presents itself as a work in process at that time. I don't take notes or keep records everything is approached from the moment of "now" time.
- How goals measured varies based individual, responsibility on individual to determine engagement/needs

Other Information
- Welcomes holistic approach to goals, though organizations tend to be most interested in the development of skills needed professional development
  - Mentee/Mentor may address life/balance growth within relationship
- Interest in goals focused on spiritual development tend to be based on geographical region
- Mentor programs within organizations focus on top 25% of talent pool