The P.E.O.P.L.E.™
Strategy for Developing the Possibilities
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The Main Reason We’re Here

• Session Objectives
• Goals for the Session
• The P.E.O.P.L.E. Strategy
• Action Plan
• Questions
Today’s Objectives

01 To Learn
How to apply the P.E.O.P.L.E. strategy to advance your professional development goals

02 To Transform
Your thinking into a growth mindset for professional development

03 To Develop
An effective professional development action plan

04 To Explore
How to overcome potential roadblocks in reaching your professional development goals

05 To Maintain
Motivation throughout the professional development process
To assist individuals and organizations reach their full potential, while improving their overall quality of functioning and achieving their life/organizational goals
The P.E.O.P.L.E.™ Strategy

- Power
- Effort
- Optimism
- Persistence
- Learning
- Engagement
"Career advancement is all about luck."

"I have the ability to impact my career path."

Of your ability to control the process

External v. Internal

Recognition

Locus of Control

Internal

External
Limiting Beliefs

01 Beliefs
That impede your ability to overcome barriers and to reach your identified goals

02 Diminish
Your power in the career advancement process

03 Example
“No there are too many barriers at Baruch for me to advance my career”
Activity

Name one limiting belief you currently have about yourself or about Baruch/CUNY which may impact your professional development goals.
Obstacles

Limiting Beliefs
vs.
Realistic Barriers
EFFORT
Key Effort Components

Interest

Commitment

Interest v. Commitment

Interest and Commitment
Acknowledging the Cost/Benefit of Effort
Potential Benefits of Effort

• Greater Life/Career Satisfaction
• Increased Salary and Role
• Confidence Boost
• Elevated Status
Potential Costs of Effort

- Time
- Discomfort
- Ego Pain
- Loss of Status/Identity
- Uncertainty/Risk
Activity

Identify one potential benefit and one potential cost of effort as it pertains to professional development
Productive vs. Unproductive Effort
Unproductive Effort

- Lamenting lack of resources/opportunities with peers
- Wishing for unrealistic expectations (e.g., an infusion of money from CUNY)
- Hoping for recognition to be promoted without a plan
Productive Effort

• Develop a career action plan
• Seek mentorship
• Explore growth opportunities
• Discuss steps for advancement with supervisor
• Set short/long-term career goals
• Brainstorm solutions with colleagues/loved ones
Abundance vs. Deprivation Mentality

- **Deprivation**
  - Belief that there is not enough resources/opportunities for everyone (Win-Lose mentality)
  - Insular
  - Competition for limited resources
  - Lack of trust
  - Unwillingness to collaborate
Abundance vs. Deprivation Mentality

• Abundance
  - Belief that there will be enough resources/opportunities for everyone (Win-Win mentality)
  - Openness
  - Cooperation and willingness to collaborate
  - Generosity
What Makes It Difficult to Persist

Lack of Success in the Past

Perceived Rejection

Frustration

Fatigue

Time Commitment
LEARNING

Self-Assessment  Listen to Feedback  Take Risks & Fail Harder  Embrace Iteration
Growth vs. Fixed Mindset

Fixed Mindset

- Belief in limited potential for change/growth
- Natural talent, not effort, is heroic
- Perfection is key
- Risk-taking is dangerous because it jeopardizes perfect image
- Stretch assignments are not attractive due to failure risk
- Unable to learn from mistakes due to avoidance of any opportunity in which you don’t already have mastery
- Not open to feedback; seek to blame external factors for lack of success
Growth vs. Fixed Mindset

Growth Mindset

• Belief that expertise and success are processes not pre-destined
• Learning is a lifelong endeavor
• Effort and risk-taking are valued as components of growth
• Everyone can be “high potential,” capable of growth
• Stretch assignments are key to tapping potential
• Making a mistake is not the issue, not learning from it is
• Open to feedback; seek to take accountability
Barriers to a Growth Mindset

• Requires vulnerability and trust
• Involves changing behavior AND way of thinking
• May threaten our own self-image and ego
• Involves risk with no guarantee of success
Embracing a Growth Mindset

• Freedom to take risks and grow
• Doesn’t punish mistakes; view them as learning opportunities
• Increases potential for collaboration and more possible options
• Allows you the room to seek professional development and help without a loss of status
Early Career (0-8 Years)

• Gain knowledge and relevant experience
• Develop basic skills/competence
• Solidify career identity and path
• Explore additional credentials (e.g. MSEd in Higher Ed, MPA, MBA, PhD, JD)
• Participate in varied training (e.g., internal and professional associations)
• Seek stretch assignments and advancement opportunities
• Increase professional visibility (e.g. participate in department or college-wide committees, attend/present at professional conferences)
Mid-Career (8-20 Years)

• Deepen specialized knowledge (e.g., certifications)
• Establish areas of expertise (e.g., professional presentations, publications, consulting)
• Sharpen leadership skills (e.g., seek coaching and training)
• Participate in advanced training opportunities (e.g., management training programs)
• Consider career transition/pivot (e.g., career change or promotions)
• Seek broader leadership roles (e.g., manage a team, lead internal committees, become an officer of a professional association)
Late Career (20-40 Yrs)

• Develop/support emerging leaders
• Serve as mentors and provide institutional/field wisdom/leadership
• Consider transitional career shifts
• Contemplate legacy contributions
• Find role models/mentors who successfully transitioned (e.g. late career change, part-time work)
The Performance Review

• Make it a living document, rather than a static check-off task

• Use as a conversation point to discuss professional development goals/opportunities

• Seek feedback (from peers, supervisor, and even direct reports) more than once a year (e.g. informal dialogue, 360 reviews)
Resource Exploration

• Internal Opportunities
  1) Division Training Opportunities
  2) HR Training Options
  3) Grants (PSC-CUNY Development Fund)
  4) College-Wide Committees
  5) Training/Internal (Brown Bag Lunches)
Resource Exploration

• External Opportunities
  1) CUNY-wide training
  2) Conferences (e.g., NASPA)
  3) Webinars
  4) Publications
  5) Grants/Fellowships
How to Cultivate a Learning Culture

• Prioritize learning and growth (e.g., provide consistent & useful feedback, truly internalize growth mindset, reward training, provide stretch assignments)
• Make the performance review a dynamic and living process, not just an exercise to be completed
• Don’t punish mistakes; review and discuss future scenarios
• Be a teacher and an active learner as well- offer expertise and discuss your own learning gaps
Engagement

Gallup defines engaged employees as those who are involved in, enthusiastic about and committed to their work and workplace.
Engagement

• 51% not engaged and 16% actively disengaged
• Only 33% of employees say they are engaged
Factors to Increase Engagement

• Clear Expectations
• Appropriate Tools for Productive Work - workload
• Recognition
• Acknowledgement - Voice
• Encouragement
Factors to Increase Engagement

- Care
- Opportunity - Growth/Learning/Advancement
- Affiliation - Work Friends
- Mission/Purpose
- Frequent Feedback
Engagement

• How engaged are you at work?
• Identify 2 factors that can increase your work engagement
Action Plan

1) Name one short-term (3-6 month) professional development goal

2) What are two steps you can implement next week to move toward your goal?

3) Who will be your accountability partner?
Conclusion

• No matter where you are in your career journey (e.g. early, mid or late career), there are always suitable professional development opportunities.

• Set tangible professional development goals and take advantage of growth opportunities at Baruch/CUNY.

• Finding an accountability partner will increase the probability that you will meet your professional development goals.
Recommendations

• Create a professional development workgroup within the division to generate unique strategies to embed professional development into day to day routine

• Evaluate organizational/personal progress consistently (3, 6, and 12 months) and check in with your accountability partner periodically
Final Challenge

• How will you institutionalize professional development as part of your regular routine and practice?