

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

Personal Mission Statement

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

POWER

Recognition
Of your ability to
control the process

Locus of Control
External v. Internal

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

External
"Career
advancement is all
about luck."



Limiting Beliefs



01

Beliefs

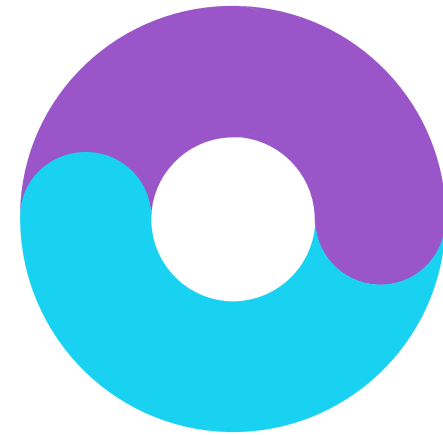
That impede your ability to overcome barriers and to reach your identified goals



02

Diminish

Your power in the career advancement process



03

Example

"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.

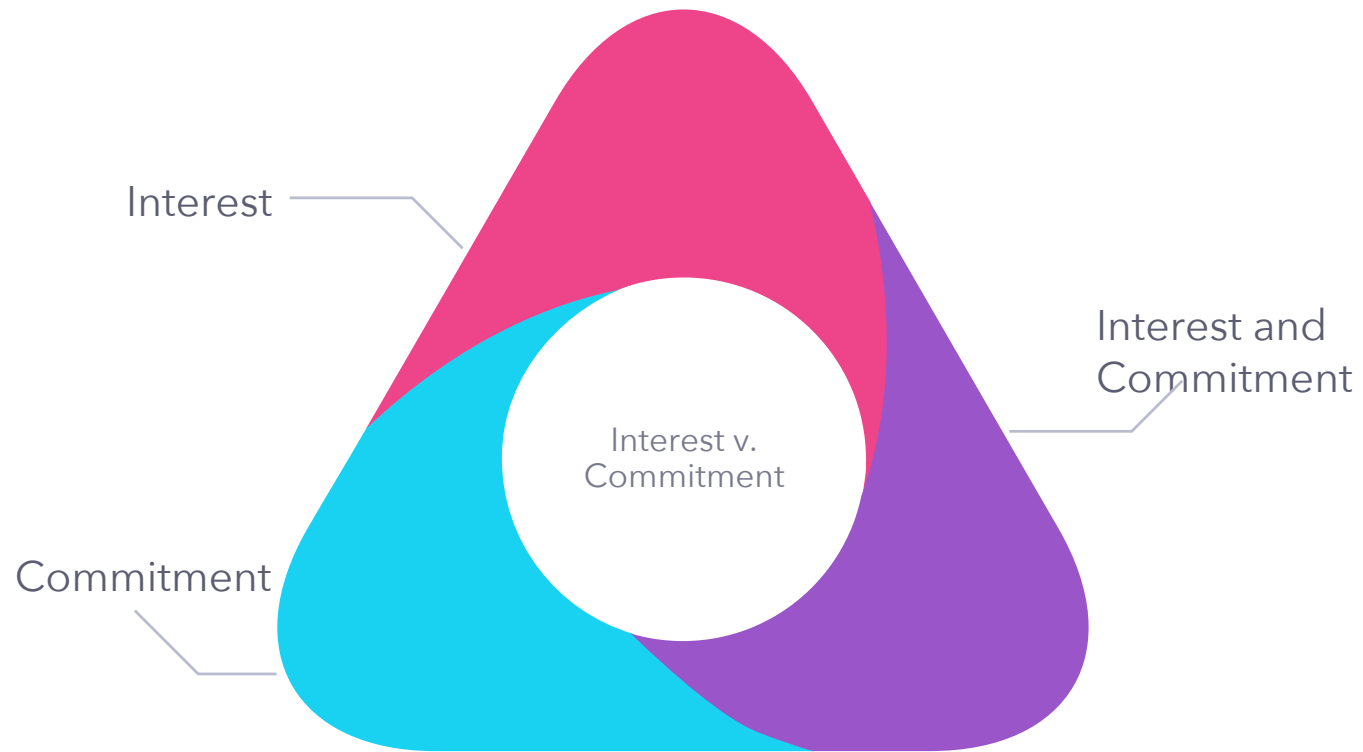
Realistic Barriers



EFFORT



Key Effort Components



Acknowledging
the
Cost/Benefit of
Effort

Potential Benefits of Effort

- Greater Life/Career Satisfaction
 - Increased Salary and Role
 - Confidence Boost
 - Elevated Status
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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
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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
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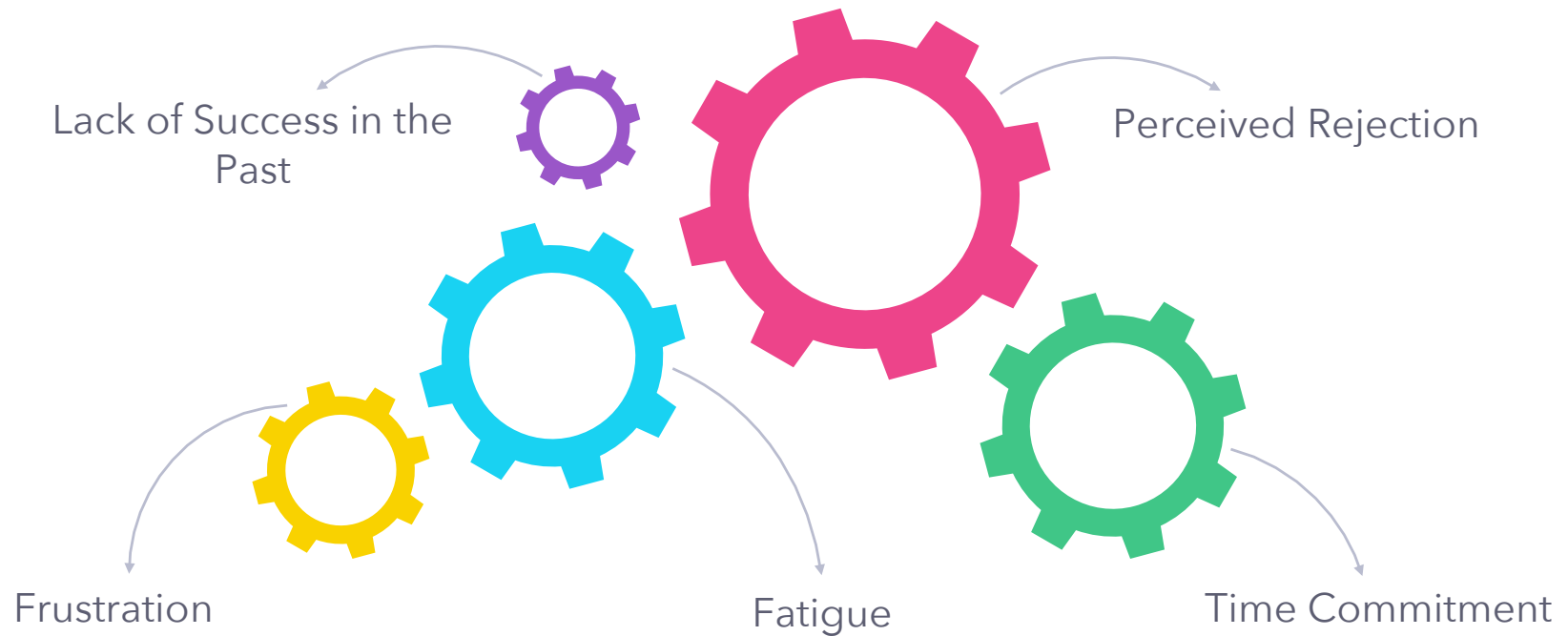
Abundance vs. Deprivation Mentality

- 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
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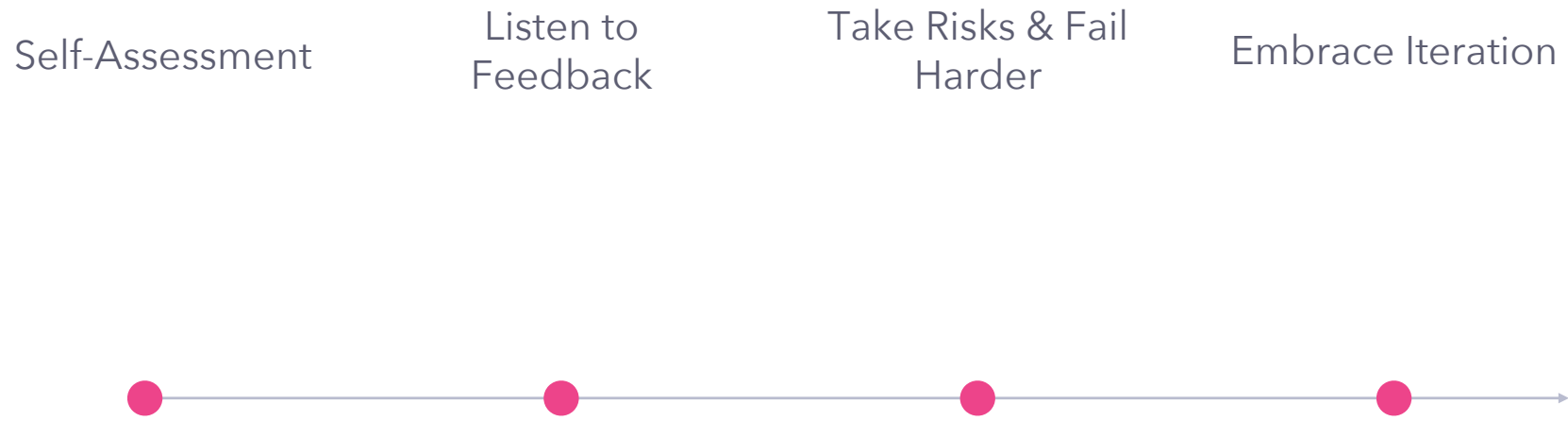
Abundance vs. Deprivation Mentality

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



LEARNING



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
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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
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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
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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
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Early Career (0-8 Years)

- Gain knowledge and relevant experience
- Develop basic skills/competence
- Solidify career identity and path
- Explore additional credentials (e.g. MEd 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)
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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)
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Resource Exploration

- External Opportunities
 - 1) CUNY-wide training
 - 2) Conferences (e.g., NASPA)
 - 3) Webinars
 - 4) Publications
 - 5) Grants/Fellowships
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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
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Factors to Increase Engagement

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

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

- How engaged are you at work?
 - Identify 2 factors that can increase your work engagement
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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
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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
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Final Challenge

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