CULTIVATING SELF-EMPOWERMENT TO ASSESS AND IMPROVE CAREER GOALS AND ENVIRONMENT

Let's go to Happy Hour for Administrative Professionals Day unless we're stuck working unpaid overtime again for fear of losing our horrible jobs.

someecards
OBJECTIVES

1. EXAMINE THE RESEARCH OF WOMEN AND MINORITY GROUPS IN THE WORKPLACE IN REGARDS TO PROMOTION.

2. DEFINE EMPOWERMENT AND THE USE OF, IN THE WORKPLACE.

3. ASSESS THE NEED FOR EMPOWERMENT WHILE IN A CURRENT POSITION BASED ON CURRENT WORK DUTIES.

4. ASSEMBLE AN ACTION PLAN FOR UTILIZING EMPOWERMENT TO GAIN PROMOTION AND/OR A TITLE CHANGE.
NON-DISCLOSURE

NO FINANCIAL RELATIONSHIPS TO DISCLOSE
WHAT WE DO

What everyone thinks we do

What we actually do
How Women View Opportunity

% of women who think

- They have equal opportunity for growth as their peers: 48% 55% 55% 59%
- Promotions are based on fair and objective criteria: 34% 39% 40% 41%
- The best opportunities fo to the most deserving employees: 29% 38% 40% 40%

State of Women in the Pipeline

- Rate of women's promotions: 4.90% 5.80% 6% 7.40%
- Rate of women's attrition: 18.20% 16.50% 16.40% 15.40%

Black Latina Asian White
Women vs. Men

- Training and development managers: Women - 41.5%, Men - 58.5%
- Training and development specialists: Women - 39.3%, Men - 60.7%
- Office and administrative support occupations: Women - 27.9%, Men - 72.1%
- Medical and health services managers: Women - 27.7%, Men - 72.3%
- Office and administrative support workers, all other: Women - 24.2%, Men - 75.8%
- Health care support occupations: Women - 12.3%, Men - 87.7%
- Medical records and health information technicians: Women - 7.9%, Men - 92.1%
- Secretaries and administrative assistants: Women - 5.4%, Men - 94.6%

Legend: □ Women □ Men
## MY INSTITUTION

<table>
<thead>
<tr>
<th>Time period</th>
<th>Number of reclassifications</th>
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<tbody>
<tr>
<td>March 2014 – Nov. 2016</td>
<td>11</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
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Empowerment

Empowerment is a process in which an individual recognizes a connection between their goals and the individual’s perceptive of how to achieve them. This allows a relationship between an individual’s efforts and life outcomes to develop.

“No one is going to give you a raise, no one is going to give you a promotion unless you ask for it… You have to be firm and say, ‘This is what I want. This is what I think I’m worth.’”
The Empowerment Process Model

Define or redefine meaningful, power-oriented GOALS and objectives

Observe and reflect on IMPACT of actions in relation to goal achievement

Carry out ACTIONS toward goal achievement

Self-efficacy

knowledge

competence
SETTING PERSONALLY MEANINGFUL, POWER-ORIENTED GOALS

THE SUGGESTION THAT IDENTIFYING PERSONALLY MEANINGFUL GOALS IS A KEY STEP IN MAKING POSITIVE CHANGE OF VARIOUS KIND.
SELF-EFFICACY

- Scholars describing empowerment often include the individual’s sense of agency - the individual’s beliefs about his or her abilities.
KNOWLEDGE

- KNOWLEDGE AS AN UNDERSTANDING OF THE RELEVANT SOCIAL CONTEXT, INCLUDING THE POWER DYNAMICS AT PLAY, THE POSSIBLE ROUTES TO GOAL ATTAINMENT, THE RESOURCES NEEDED, AND WAYS TO OBTAIN THEM.
COMPETENCE

• KNOWING WHAT TO DO IS NOT THE SAME THING AS KNOWING HOW TO DO IT- AND THERE MAY WELL BE DIFFERENT OBSTACLES TO EACH OF THESE COMPONENTS

- Discussed my goal with a support group
- New Job Title & Raise
ACTION

- The action is shaped by the pieces of the process that come before it—it is driven by particular goals, motivated by the personal value of those goals and beliefs about one's ability to reach those goals, informed by relevant knowledge, and carried out using relevant skills.
New Job Title & Raise

- Listed my duties
- Set up a meeting
- Discussed my goal with a support group
- Presented my research
- Gave my demands

Knowledge

Self-efficacy

Meaningful, power-oriented goal

Competence

Research responsibilities of those with similar title

Listed my obstacles

Self-efficacy

Actions

Impact
Assessment of your own Empowerment

Personally Meaningful, power-oriented goals
1. What kind of power are you seeking? (What is your Goal)
2. What makes this goal personally meaningful?
3. How are more short-term goals related to over-arching goals?

Self-Efficacy
1. Do you believe you can reach your goal?
2. What factors contribute to your sense of self-efficacy, including the history of your attempts to reach your goal, and the practical considerations?

Knowledge
1. What do you know about what is required to reach your goal?
2. What can you teach others about what is needed to reach your goal?
3. What can you learn about the environment and history that will increase your knowledge about what is needed to reach your goal?
4. How do the power dynamics relevant to your goal operate in your life?

Competence
1. Do you have the skills to do what is required?
2. Do you understand the history of others or your attempts to gain such skills?
3. Are there obstacles in you gaining skills that you can address?

Action
1. Are you taking action to pursue your goal?
2. What are the pros and cons of the choice in the actions you are or will be taking
Do you believe you can reach your goal?
What factors contribute to your sense of self-efficacy, including the history of your attempts to reach your goal, and the practical considerations?
Do you have the skills to do what is required?
Are you taking action to pursue your goal?
Gave my demands

Listed my duties

Set up a meeting

Discussed my goal with a support group

Listed my obstacles

Research responsibilities of those with similar title

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IMPACT

• THIS ELEMENT OF THE EMPOWERMENT PROCESS INVOLVES AN ASSESSMENT OF WHAT HAPPENS FOLLOWING THE INDIVIDUAL’S ACTIONS.
Listed my duties

Listed my obstacles

New Job Title & Raise

Research responsibilities of those with similar title

Add time that each duty took

Noted the tasks I couldn’t even cover

Reevaluated what I wanted and my approach

Discussed with division chief

Set up a meeting

Discussed with manager

Discuss my goal with a support group

Discussed with residency manager

Highlighted them on paper and emphasized during meetings
YOUR ACTION PLAN

1. IDENTIFY YOUR GOAL (PERSONAL OR PROFESSIONAL)

2. LIST ITEMS WHAT YOU NEED TO ACCOMPLISH YOUR GOAL: USE THE DEFINITIONS OF KNOWLEDGE, COMPETENCE, SELF-EFFICACY, AND ACTION FROM THE EMPOWERMENT MODEL

3. LIST ITEMS OF ACTION THAT REQUIRE OTHERS INPUT OR BUY IN
REFERENCES


• MCKINSEY & COMPANY. (2017). WOMEN IN THE WORKPLACE. LEANIN.ORG.

• ROCHELEAU, MATT (2017), CHART: THE PERCENTAGE OF WOMEN AND MEN IN EACH PROFESSION. THE BOSTON GLOBE,