

FROM PAUSE TO PROGRESS™

HIGHER EDUCATION EDITION

A Higher Education Wellness & Personal Growth Experience

Using the EMBRACE 6 P's of Personal Growth™

A PRACTICAL, HUMAN-CENTERED FRAMEWORK

For navigating student and colleague interactions, workload pressure, communication, institutional change, blurred boundaries, and the moments that test how we show up.

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INSIDE THIS GUIDE

A Higher Education Guide for Real Campus and Workplace Moments

This edition brings the EMBRACE 6 P's into higher education—where faculty, staff, administrators, and student-facing professionals navigate competing priorities, emotional demands, institutional change, increased expectations, blurred boundaries, and life outside the workplace.

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HIGHER EDUCATION IS HUMAN WORK

Students and colleagues may remember the policy, answer, meeting, or decision—but they often remember most how they were treated in a moment that mattered.

EMBRACE YOUR JOURNEY • HIGHER EDUCATION LEARNING

From Pause to Progress™

A Higher Education Wellness & Personal Growth Experience using the EMBRACE 6 P's.

The Workshop Promise

Participants leave with more than inspiration. They leave with a shared language and a practical reset tool they can use during a demanding workday, a difficult student or colleague interaction, a tense team moment, institutional change, or a decision that needs a more intentional response.

SIGNATURE RESET QUESTION

"Which P am I in, and what is my next honest step?"

Designed for colleges, universities, community colleges, academic and student-affairs teams, faculty and staff development, supervisors, department leaders, HR, employee well-being, and institution-wide learning initiatives.

What Participants Leave With

- Use the 6 P's as a repeatable reset framework during student or colleague pressure, conflict, change, overload, and high-demand moments.
- Recognize the difference between an automatic reaction and an intentional response.
- Identify the root of recurring tension instead of responding only to the fruit of the issue.
- Choose one clear next step that supports communication, accountability, boundaries, support, and personal responsibility.
- Apply the framework to realistic higher-education situations and leave with language that can be used immediately across roles, offices, departments, and modalities.

The Higher Education Reality: The Person Behind the Position

Higher-education professionals are often asked to stay calm, helpful, responsive, and student-centered while priorities multiply. A student may need an answer now. A vacancy may have been absorbed. "Other duties as assigned" may keep expanding. A colleague interaction may land wrong. A policy, technology, or institutional change may arrive before people have time to process its impact.

At the same time, people do not leave grief, caregiving, financial concerns, health worries, family demands, uncertainty, frustration, or decision fatigue at the door. Work travels home, and home travels to work. Behind every position is a whole person.

THE HIGHER EDUCATION CHALLENGE

The person is not only managing the task. They may also be managing workload creep, “other duties as assigned,” absorbed vacancies, increased expectations, emotional demands, change fatigue, blurred boundaries, and their internal response while still being expected to support students, colleagues, and institutional goals.

This Workshop Is Different

This is not a sit-and-listen presentation and it is not group therapy. Participants are never required to disclose personal information. Sharing is optional. The experience uses private reflection, realistic higher-education scenarios, guided discussion, professional boundaries, and a repeatable reset framework.

Higher Education Priority	How the Workshop Supports It
Employee Well-Being	Notice overload and emotional pressure earlier, before they spill into student support, communication, or team behavior.
Student & Colleague Experience	Create space between a difficult student or colleague moment and the participant’s next response.
Cross-Department Communication	Slow down assumptions, clarify information, and strengthen handoffs across roles, offices, departments, and modalities.
Leadership Development	Give supervisors and leaders a framework before feedback, escalation, difficult conversations, and consequential decisions.
High-Demand Workforce Support	Encourage smaller sustainable responses instead of waiting for frustration or exhaustion to peak.
Institutional Culture	Create memorable, non-clinical language for reflection, ownership, accountability, feedback, and intentional response.

The EMBRACE 6 P’s in Higher Education

One framework. Six memorable questions. A practical way to move from pressure to intentional action.

P	Purpose	Higher Education Application	Reset Question
PAUSE	Interrupt the automatic reaction.	Notice before responding to a student, colleague, supervisor, or unexpected problem.	What am I noticing right now?
PINPOINT	Name what is actually driving the moment.	Look beyond the fruit of the issue to identify the root—including capacity gaps, assumptions, workload creep, unclear expectations, boundaries, or process breakdowns.	What is really happening underneath this?
PROCESS	Make space for what is true.	Acknowledge emotion, assumptions, and needs without turning the workplace into a therapy room.	What am I feeling, assuming, or avoiding?
PLAN	Choose one clear, respectful next step.	Decide what can be clarified, communicated, resolved, escalated, or requested.	What is my next honest step?
PRACTICE	Turn insight into repeatable behavior.	Use the framework during student and colleague interactions, handoffs, feedback, boundaries, and institutional change.	What will I try differently next time?
PROGRESS	Recognize growth and reinforce what works.	Notice small shifts that improve communication, support, teamwork, boundaries, and self-management over time.	What progress can I name?

SIGNATURE HIGHER EDUCATION LANGUAGE

"Which P are you in?" gives teams a simple way to name where they are. "What is your next honest step?" moves the conversation toward ownership and action.

The Two-Hour 6 P's Overview

Reflective, interactive, and practical—designed to engage higher-education professionals while protecting professional boundaries.

Time	Segment	Participant Experience
0:00-0:08	Welcome + Set the Room	Purpose, expectations, and professional participation agreements
0:08-0:23	What P Are You Carrying Today?	Signature icebreaker and immediate connection to the framework
0:23-0:35	The Higher Education Reality	The person behind the position; recognize what people carry into their work
0:35-0:50	Pause	Interrupt reaction and create room for choice
0:50-1:05	Pinpoint	Look beyond the fruit of the issue to identify the root
1:05-1:20	Process	Acknowledge what is true without overexposure
1:20-1:27	Reset Break	Breath, stretch, water, quiet reflection
1:27-1:42	Plan	Choose one clear, honest, doable next step
1:42-1:55	Practice	Apply the 6 P's to realistic higher-education scenarios
1:55-2:00	Progress + Commitment	Name one intentional shift to carry into the coming week

Participation Agreements

- Share only what feels appropriate.
- Participants are always allowed to pass.
- Listen to understand - not to fix.
- The goal is insight and application, not personal exposure.

- Take what is useful and apply it in a way that fits your role, institution, modality, and workplace.

OPENING FRAME

The workshop does not ask participants to care less, ignore structural problems, or breathe through issues that need to be addressed. Your passion is not the problem. The goal is to pause long enough to notice when passion may be contributing to patterns that could negatively impact health and well-being—and then choose an honest next step.

Signature Learning Moments

1. "What P Are You Carrying Today?"

The opening reflection asks why participants chose higher education, why they stay, what they carry now, and “What does the rhythm of your work look like?” Participants then choose the P closest to where they are. It is meaningful without requiring disclosure and does not assume every institution, role, modality, or academic calendar shares the same rhythm.

Why it works: It is memorable, low-risk, and gives participants an immediate connection to the framework without requiring personal disclosure.

2. The 3-Breath Pause

- First breath: notice your body.
- Second breath: notice your emotion.
- Third breath: notice your choice.

TAKEAWAY

Pause gives your wisdom time to catch up with your reaction.

3. Fruit vs. Root

We often look at the fruit of the issue instead of the root. A difficult interaction may be the fruit we see first. The root may involve unclear expectations, a missed handoff, absorbed vacancies, capacity limits, incomplete information, overload, a boundary issue, or an assumption that was never checked.

TAKEAWAY

You cannot solve what you have not honestly named.

4. The One-Step Plan

Participants complete: "Because I noticed _____, my next honest step is _____."

TAKEAWAY

A plan does not have to fix everything. It has to move the moment forward honestly.

Higher Education Scenario Lab

Practice is where insight becomes behavior. Each P includes a hands-on individual exercise, realistic higher-education application, and meaningful group debrief. Anonymous audience-generated situations may be used. Information does not equal transformation; practice closes the knowing-doing gap, and each attempt offers feedback rather than failure.

Scenario	Higher Education Moment
The Urgent Student Concern	A student arrives frustrated and expects an immediate answer or solution.
The Delayed Decision	A needed answer or decision is delayed, multiple offices are involved, and the student wants clarity now.
The Cross-Office Handoff	Important information was not communicated from one person, office, department, or modality to another.
The Absorbed Vacancy	A position remains vacant during a high-demand period and the remaining team absorbs the work.
The Department Disconnect	Academic affairs, student affairs, advising, enrollment, HR, IT, or another office is operating with different information.
The Person Carrying Too Much	Near the end of a demanding workday, one more request appears and capacity and patience are running thin.
The Supervisor Moment	A leader must address a faculty or staff concern while keeping student support and institutional work moving.

The Scenario Lab Questions

- Pause - What am I noticing right now?
- Pinpoint - What is really happening underneath this?
- Process - What am I feeling, assuming, or avoiding?
- Plan - What is my next honest step?

- Practice - What will I try differently next time?
- Progress - What progress can I name?

CULTURE-BUILDING BENEFIT

Because the same six questions work across roles, the framework can become common language for self-reflection, coaching conversations, feedback, team debriefs, cross-office handoffs, and manager check-ins. It is a portable rhythm—not a firehose or cumbersome checklist—and becomes more natural with practice.

The Person Behind the Position

Students and colleagues often see the title, office, role, response, or responsibility. They may not see what the person behind the position is carrying.

- A caregiving responsibility waiting at home.
- A financial conversation that happened before the workday.
- Grief or a major life transition.
- A health concern or sleepless night.
- Family responsibilities and competing demands.
- Uncertainty about work, home, or the future.
- The accumulation of difficult interactions from earlier in the day.

WHOLE-PERSON LEARNING

Support the whole person, and you strengthen the person behind the position.

From Pause to Progress™ does not ask an institution to solve a person's private life or turn training into therapy. It equips participants with a practical process that can travel into student and colleague interactions, team conversations, the drive home, and the next day's decisions.

Why This Matters in Higher Education

The student and employee experience is shaped by human beings. When people have a repeatable, memorable, returnable process for navigating what they carry, they are better equipped to choose how they show up for the next student, colleague, supervisor, and challenge.

AN INSTITUTIONAL-CULTURE QUESTION

What changes when employees are given tools not only for what to do — but for how to move from knowing to doing under pressure?

THE KNOWING-DOING GAP

Higher-education professionals often already know they should stay calm, communicate clearly, ask for help, clarify before assuming, set boundaries, and recover before the next interaction. Information alone does not guarantee application under pressure. From Pause to Progress™ helps participants ask: What is getting in the way of following through with what I already know? The 6 P's create a practical bridge from knowing to doing.

INFORMATION DOES NOT EQUAL TRANSFORMATION

Understanding matters. Practice is what makes the learning usable when the real moment arrives.

Progress Participants Can Carry Into Their Work

Growth is not always a dramatic breakthrough. In higher education, progress may be:

- The pause before answering an upset student or colleague.
- The clarifying question instead of the assumption.
- The respectful request for support before overload becomes frustration.
- The information shared during a cleaner cross-office handoff.
- The boundary stated without hostility.
- The decision to escalate an issue appropriately rather than carry it alone.
- The ability to recover after a difficult interaction instead of carrying it into the next one.
- Using feedback from a moment that did not go as intended to make a different choice the next time a similar situation appears.

FROM WORKSHOP TO WORKPLACE

Attendance is an activity, not an outcome. Whether an institution selects the two-hour overview or four-hour skill-building experience, the goal is not simply attendance; it is for participants to leave with language and tools they can return to when pressure shows up again.

Participants leave with a personal commitment, the 6P Reset framework, and a clear question they can reuse: “Which P am I in, and what is my next honest step?” Depending on the

engagement, reinforcement can also include manager discussion prompts, a 7-day application bridge, a 30-day guided reflection series, or a follow-up conversation focused on application.

POTENTIAL ORGANIZATIONAL APPLICATION

- More intentional responses during student and colleague pressure
- Clearer communication across offices, departments, and modalities
- Earlier recognition of overload before it spills into communication or team behavior
- Greater use of clarification instead of assumption
- A common language supervisors can reinforce in coaching and check-ins
- More intentional recovery after difficult student or colleague interactions
- Stronger transfer of learning from the workshop into daily behavior

Closing Commitment

ONE INTENTIONAL STEP

"One way I will move from Pause to Progress this week is..."

Each participant identifies one concrete action they can practice immediately.

When pressure shows up...	Ask...
Pause	What am I noticing right now?
Pinpoint	What is really happening underneath this?
Process	What am I feeling, assuming, or avoiding?
Plan	What is my next honest step?
Practice	What will I try differently next time?
Progress	What progress can I name?

REMEMBER

You do not have to carry everything differently today. Choose one thing you are willing to carry with more awareness.

Program Fit & Delivery

Ideal For

- Colleges and universities
- Student affairs and student-support teams
- Academic affairs and faculty-development teams

- Advising, enrollment, and student-success teams
- Human resources and employee well-being teams
- IT, facilities, operations, and administrative services
- Faculty, staff, administrators, and supervisors
- Department chairs, supervisors, and people leaders
- Leadership development programs
- New-employee, staff-development, leadership, or well-being learning days
- Institutions seeking practical tools that support both employee experience and student-centered culture

Customization Before Delivery

Before the workshop, EMBRACE Your Journey can gather institution-specific context so examples reflect the environment participants actually work in—including roles, work rhythms, modalities, common pressure points, absorbed vacancies, handoff challenges, leadership priorities, and other realities. The core 6 P's remain consistent while application is tailored to the institution and its people.

Recommended Group Format

Designed for in-person delivery and adaptable for virtual or hybrid higher-education teams. The experience works best when participants can reflect privately, discuss in pairs or small groups, and practice with realistic scenarios. Group size and room configuration can be tailored to the institution.

What the Organization Provides

- A protected two- or four-hour learning block, based on the selected experience
- Presentation space and standard A/V
- Seating that allows individual reflection and small-group conversation
- A point person for logistics and institution-specific context

What EMBRACE Your Journey Provides

- Facilitated Two-Hour 6 P's Overview or Four-Hour Interactive Skill-Building Experience
- Participant learning materials
- 6P Reset Tool for post-workshop use
- Certificate of Completion for each participant
- Higher-education scenarios and guided application exercises
- Optional manager reinforcement and follow-up resources

PROFESSIONAL BOUNDARY

From Pause to Progress™ is an educational workplace learning experience. It supports self-awareness, communication, and personal growth; it is not psychotherapy, diagnosis, or a substitute for clinical or employee-assistance resources.

Ways to Bring From Pause to Progress™ to Your Institution or Team

Option	Includes
Essential	Two-Hour 6 P's Overview + participant handout + digital 6P Reset Tool
Signature	Essential package + branded participant workbook + desk-size 6P Reset Cards + Certificate of Completion
Culture Builder	Four-Hour Interactive Skill-Building Experience + manager follow-up session + 30-day guided reflection series

A Simple Higher Education Leadership Description

From Pause to Progress™ Higher Education Edition is available as a Two-Hour 6 P's Overview or a Four-Hour Interactive Skill-Building Experience that gives faculty, staff, administrators, and student-facing professionals a shared language for navigating workload pressure, change, communication challenges, emotional demands, blurred boundaries, and the moments that shape student and employee experience. Using Pause, Pinpoint, Process, Plan, Practice, and Progress, participants move from reaction toward one intentional next step.

The One-Sentence Pitch

STRONGER INSTITUTIONS BEGIN WITH SUPPORTED PEOPLE

A practical, human-centered framework that helps higher-education professionals move from pressure and reaction toward clarity, intentional response, and progress.

About Jan Davidson

Jan Davidson is a speaker, author, trainer, and creator of the EMBRACE Model™. Her professional background includes extensive facilitation and leadership experience within the Indiana Department of Correction, including serving as Facility Director of Addiction Recovery Services. Her work has centered on helping people understand behavior, navigate change, process difficult life experiences, and move from awareness into practical action. Through

EMBRACE Your Journey, Jan brings that experience into workplace and organizational learning using practical, human-centered tools designed for real-life application.

About EMBRACE Your Journey

EMBRACE Your Journey creates practical learning experiences that help people navigate life's hills and valleys with greater awareness, intention, and forward movement. From Pause to Progress™ brings the EMBRACE Model's 6 P's into the workplace in a format designed for reflection, application, and shared language.

Progress, not perfection or performance.

Jan Davidson • Speaker • Author • Trainer • Creator of the EMBRACE Model™

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