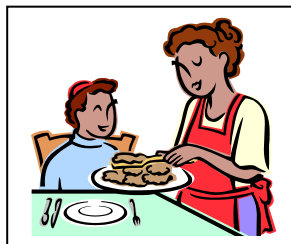
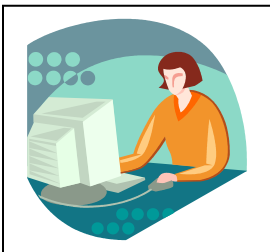
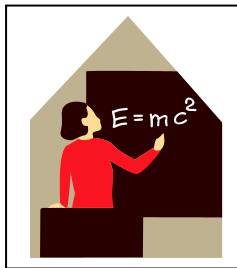


Strategic Career Design for the Peak Performance Professor

Presented by
Susan Robison, Ph.D.



University of Nevada Las Vegas
February 10, 2017

MEET THE PRESENTER

Susan Robison, Ph.D.

Susan Robison, Ph.D. is a psychologist, author, and faculty development consultant. Susan's Professor Destressor faculty workshops and coaching help faculty improve their time and stress management, leadership, work-life balance, productivity and communication skills.

A former academic department chair and professor of psychology at Notre Dame of Maryland University, Susan is the author of *The Peak Performing professor: A Practical Guide to Productivity and Happiness*, published by Jossey-Bass in October, 2013, two leadership books (*Discovering Our Gifts* and *Sharing Our Gifts*), numerous articles on leadership and work-life balance, and, with Barbara Walvoord et al., was a co-author of *Thinking and Writing in College*.

In addition to her academic work, Susan has provided leadership consultation work with non-profits and maintained a clinical practice at the Center for Extraordinary Marriages where she is co-director with her husband of over 40 years.

Her awards include an early career NSF award and several business awards including the 2004 Mandy Goetze award from the Executive Women's Network for service and leadership to business women in the Baltimore area and, in 2008, one of the Top 100 Minority Business Entrepreneurs in the Maryland, DC, and Virginia areas.

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ACTION STEPS

Please complete during or after the workshop:

Ah-ha	Action Steps	Deadline

STRATEGIC CAREER DESIGN FOR THE PEAK PERFORMING PROFESSOR

SELF-ASSESSMENT

Reflect on how you are doing with your career (0 being “poor” to a 5 being “excellent”).

___ I have a clear sense of my goals everyday and accomplish the most important ones.

___ I have a high level of meaning in my job and in the rest of life.

___ I can easily decide what activities fit my short and long term career plans and which ones need to be let go of.

___ Most days I feel productive and satisfied about my work and my life.

___ I have procedures for preparing excellent classes and writing easily.

___ I take care of myself to keep my energy high for my work.

___ I have enjoy hobbies and friends/family in my off work hours.

Peak performers are effective and engaged through high productivity and high satisfaction. They are both productive and happy. They do Great Work and live Great Lives.

What are the characteristics of Great Work for you?

1.

2.

3.

Score: (-5 -- +5)

What are the characteristics of a Great Life for you?

1.

2.

3.

Score: (-5 -- +5)

What would you like to learn in this workshop that can help you with the challenges of one or both of these being more of a reality for you?

LIVING PURPOSEFULLY: DESIGN YOUR IDEAL LIFE AND CAREER

What design thinking is and isn't.

The rewards of Great Work and the Great Life:

Peak Performers engage in a collection of practices that help them manage their jobs and their lives so that they do Great Work and have Great Lives.

1. Power yourself through a sense of meaning and purpose. "Why?"
2. Align your time and tasks with your sense of meaning and purpose to produce success in your work and in your life. "What?"
3. Connect to those in your spheres of influence who can help you increase your productivity and happiness. "Who?"
4. Energize your body, mind and spirit for a long career and a long and healthy life. "How?"

Which of your professional roles could use some improvement? Why?

Think of a time that you handled your life and your work well, when you felt at least for a moment that everything was coming together. What characterized that experience?

Design your ideal life by creating your Pyramid of Power: the foundation of meaning connecting purpose, mission, vision, and goals.

- Powers your motivation and energy by anchoring your time and task management to a vision of your work and your life.
- Ties into your deepest beliefs and a sense of meaning and purpose.
- Answers the question: what should I be working on?
- Focuses your energy on important tasks instead of wandering from task to task.

Purpose: Why I am on this earth?

Mission: What shall I do about it?

Vision: What will happen if I do it?

Goals: What tasks do I need to do to make it happen?



Purpose statement: My purpose in life is: _____
_____.

Mission statement

Answers the question, “What do I do to live out my purpose?” Match between who we are and what we are doing. (Laura Beth Jones)

My mission is to:

what are action words (3 verbs) that you are good at (maybe what others say about you)?

For/to/with whom do you do those actions (1-3 types or categories of people)?

Who want: what are your key core values (name 3-5)?

Mission statements: (draft one or two)

Draft your personal mission statement

I _____, _____, _____
for/with/to _____, _____
who want _____, _____, _____, _____.

Draft your career mission statement (they could be identical or slightly different)

I _____, _____, _____
for/with/to _____, _____
who want _____, _____, _____, _____.

Vision statements: derived from sorting goals

Write it down, make it happen

*The difference between a goal
and a dream is the written
word.*

Gene Donohue

Lifetime achievement

Goals: How then would you achieve this vision? Not all goals are created equal.

Size (global vs local), type (me vs we goals), outcome (implementation vs intention), standards (range).

The Dream Book

- Develop a Dream Book or Wall to keep all your goals parked so that you can pick and chose which ones get your attention and other resources.
- Use it to tie together your vision and your goals.
- Group your goals into categories.
- Write vision statements in the present tense as overarching themes for each category.
- Divide book into vision sections with their goals.

Pages in the book

Purpose

Mission

Vision - Table of Contents

Goals – how to organize: categories under Vision Statements

-What to park in the Dream Book: Fantasies, dreams, goals, tasks

-How to accomplish goals: tasks, tasks, tasks

Chapters in the book

Vision Statements

1.
2.
3.
4.
5.
6.
7.
8.

How anxious are you? 0-10

ALIGN YOUR ACTIVITIES TO YOUR PURPOSE AND EXPERIENCE WORK-LIFE BALANCE

The heart of strategic career design: Align your job and projects with your priorities increasing congruency as you go from vision to action.

If you don't know what you value, how can you decide if you like your time management?

Instead of wandering from task to task with no sense of which tasks are important, determine the most important tasks and then focus on them. Invest in high return activities instead of fiddling around. Set benchmarks against which to measure your success.

Find your strengths and develop them.

Discover your passions and preferences.

List the rewards you experience or want to experience.

Discover institutional priorities.

Match and negotiate.

What Great Work are you already doing?

What Great Work do you want to do?

Be specific: when, with whom, what results?

What do you need to do to get to do that Great Work?

What commitments, activities, and projects are most important to you?

If those were done (or ongoing) in 3-5 years, what would have to happen between now and then?

How far from the core of your Great Work do you go on a day-to-day basis?

Keep asking: What would make this your best year (semester, month, week, day) ever?

What would it take for that to happen?

How to discern new opportunities

Deciding to take on projects that align with your priorities and vision.

1. Does it fit my long-term goals (Pyramid of Power)?
2. What resources are needed? Do I have them, can I get them? What is the ROI?
3. What is the loss or gain of this opportunity in time, money, energy, and attention?
4. Is this the right time for this project?
5. How do I get the time to do this project: get rid of current tasks or say “No” to other new opportunities?
6. Other?

Extra worksheet for determining priorities

1. What priorities flow from my Pyramid of Power?
 - a. How could I best use my strengths?
 - b. Am I serving my “people”?
 - c. Does it fit my values?
2. What roles (projects) are most important to me at this time in the cycle of life?
3. What can be deferred to another time of life?
4. What are my top priority projects?
 - a. What activity will get me closer to my top projects (increased income, promotion, new job, happier marriage)?
 - b. What is the next actionable step on my projects(s)?
 - c. What do I need to develop or maintain mastery in my top priority areas?

5. On what time line do the projects need to be completed?
6. What projects if not done, will bring the most pain?
7. What are likely interferences and distractions?
8. Are the distractions better projects than the projects?
9. If not, how will I protect myself against them?
10. What is the barest minimum I can do to maintain appropriate standards in the lower priority areas of my life and work?
11. What would I really need to complete to feel satisfied about my productivity in this week (month, semester, year)?

How to say “Yes” with conviction and “No” without feeling guilty

1. The invitation
2. The discernment
3. The action plan
4. The encounter

To strengthen your “yeses”:

Work on the things most important to you.

Communicate your vision with those who can help you or are going to be directly affected by it.

Be clear about your purpose... and what activities fit that purpose.

Ask: What will I not do?

Evaluate pros and cons of activities.

Focus on one task at a time to improve memory and decrease distraction.

Extra tips for saying “No” with firmness and finesse while strengthening your “yeses.”

Use assertiveness.

Avoid *maybe* language such as “We’ll see.”

Avoid voice up at end.

Don’t give reasons: “I can’t do that...” stronger than “I have too much to do.” “That doesn’t fit my mission.” Better than “I don’t think I can do it.”

Reasons why people have trouble saying “no”: People overestimate their free time and fear of displeasing people.

Alignment Methods

Increase congruency: Achieve congruency between your intended time use and your actual time use through six accountability methods and “good enough” benchmarks to track goals and achieve success.

A. Accountability to yourself

1. Backwards planning

Start with the end in mind (Covey) and plan backwards (Sher).

Goals	¼ way mark	1/2 way mark	¾ way mark	Final outcome
Goal 1				

Tracking Systems

Directions: Track several projects simultaneously against timelines by writing the subgoals or action steps into the cells of this chart. The vertical column becomes a to-do list for each week. Highlight or put a slash through each cell (brags) when the tasks are completed. Cut/paste the uncompleted tasks (nags) one cell over. You can tell at a glance if you are on schedule for each of your projects. Once a week is complete you can strip that column off and archive it in an archive table for your quarterly or annual review. Add columns to the back end of the table to expand.

Goals/Time	Feb 13	Feb 20	Feb 27	Mar 6	Pkng lot
Goal 1					
Goal 2					
Goal 3					
Goal 4					

2. Track your mission: on the dream wall or dream book.

- Track priorities and tasks

- Know what to work on and in what order.
- Create a weekly to-do list.
- See at a glance where professional and personal projects intersect.
- Lower your stress by always knowing what is due when.

You only have to be organized enough to be successful.

3. Design and redesign your 3-5 year plans... iteratively.

Goals	Year 1	Year 2	Year 3	Year 4	Year 5
Area 1					
Area 2					
Area 3					
Area 4					
Area 5					

B. Accountability with others

1. Buddy system
2. Mastermind group
3. Coach

Building good time management habits (Optional)

Time management only makes sense when you answer the question, “Time for what?” How do you want to use your time? Links back to your sense of meaning and purpose. Once you have life purpose you can gauge your work-life balance and time management. Only after that deeper work will time management tips have relevance.

*What are time wasters for you?

*Negotiate personal and organizational priorities by searching for a win-win.

*Use limits and boundaries to lower your stress. How do you know the end of the work day?

Assessment

My work day begins at _____ and ends at _____

I work _____ hours a week

I work _____ hours on Saturday

I work _____ hours on Sunday

One thing I do to create relaxation _____.

*Set limits on your standards. How much is enough? When is the project done?

*Set limits on office hours including “electronic office hours.”

No “open door policy” – instead, post: “the V.P. is in” – open door hours

*Set limits on social media including email. Have a system, work it.

4. Time against task. Develop work habits that lead to flow, engagement, and fun by using the “focused 15” to break down any big project into small enough tasks so that they can be done in 15 minute increments distributed throughout the day when you are not in classes or meetings. These are the items that get written into the cells of your Tracking Sheet. When you complete a task or two, follow by some natural reinforcement such as lunch or exercise or time with your kids.

Exercise: take a current goal or project and break it down into steps in order. The steps should take no longer than 15-30 minutes.

Step 1 _____ Time est. _____ Actual time _____

Step 2 _____ Time est. _____ Actual time _____

Step 3 _____ Time est. _____ Actual time _____

Step 4 _____ Time est. _____ Actual time _____

5. Daily to-do lists (if you feel a need):

- 1. The vertical from your tracking sheet.**
- 2. A Daily tracking sheet with the days of the week as the columns.**

Account to others that matter.

- Buddies
- Groups
- Mentors & coaches
- Friends and family

Align your energy: Your most precious research needs to be aligned with your priorities and your tasks.

What time of day is your best energy and how can you do your most important and/or most demanding tasks during that time?

What are your lower energy times of the day and how do you align your less important/less demanding tasks during that time?

Pace yourself: Match time and tasks

Use the categories of time that faculty need

- Thinking days (segments)
- Doing days
- Being days
- Buffer days

Use planning time well

One hour/ week

- End of one week (perhaps Friday or Sunday night): brain sweep (what am I thinking about), review of tracking sheet, set up 1 day VAST – 15-20m (adjust time lines on tracking sheet; cross out completed tasks; move over or discard uncompleted tasks)
- End or beginning of day: review of previous day, 1 day VAST – 5-10 min
- Beginning of week: review tracking sheet, divide into VAST lists – 5-10 min.
- Use time against task to break larger goals into 15 minutes tasks.

One hour/ quarter

Brain sweep, review Dream Book, review quarter and year, set up quarterly tracking

One – three hours year

Review of Dream Book, brain sweep; review of quarter; year to date

(pull out new goals to work on. Throw out some that no longer seem relevant.

Generate new ones; Analyze trends by reviewing accomplishments. Rewrite Mission and Vision accordingly.)

APPLY PEAK PRACTICES TO YOUR ROLES (OPTIONAL)

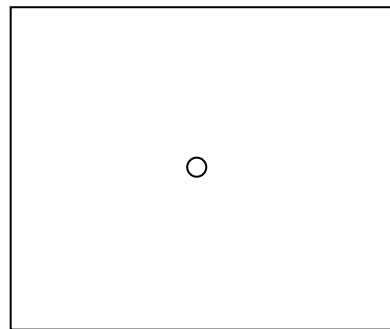
Teaching:

Prepare excellent classes you can be proud of with a minimum of time expended. At mid-career you should be teaching out of your back pocket most of the time, innovating the rest of the time, and doing scholarship on your teaching.

Two beginners mistakes: over preparing for class; over accessibility (lack of boundaries)

The one hour class prep trick

Unload your brain into a mindmap.



Organize in 15 minutes or less “lessons” with didactic and experiential.

What you would do	What you might do

Evaluate, always evaluate.

Tips for easier grading

Effective grading matches the assessment method with the learning objectives

Does not have to strain your time management (exceptions e.g. comp, labs).

Can be done briefly in class.

Students can give input and learn from seeing peers' work.

Research/Scholarship:

Create a "body of work" instead of a series of publications by consolidating and focusing your scholarship on a long-term research/writing agenda.

If you do want to develop a scholarly agenda:

Think long-term and programmatically: life time achievement award.

Think regular.

Think village: colleagues, helpers, supporters and critiques.

Think leverage.

Writing tips for speed and ease

Mindmap your ideas, then turn into an outline.

Write bad rough drafts, revise to get good final copies

Work in short sessions with frequent breaks.

Get feedback from friendly and critical readers.

Practice concentration meditation.

Service:

Give service that counts. Create a legacy built over the years of your service.

Uniqueness strategy

Mission strategy

Leverage strategy

OPTIONAL: CONNECT: FOR FEEDBACK AND MUTUAL SUPPORT

Form relationships with mentors, students, and colleagues that support and nurture your career development and bring mutual satisfaction.

Not “politics” but people – People just like you with needs, just like you. Social intelligence correlates with success.

- Teaching is a human relations job with student learning occurring most readily in socially supportive environments.
- Successful researchers often build their credentials by developing collaborative relationships with other leaders in their fields, serving on professionals committees and editorial boards, and just plain getting along with the people in the department and on campus.
- Service requirements of most full time faculty involve working with people whether as a student adviser, committee member, or department chair.
- Outside of work, friend and life partner roles require a deeper level of intimacy. However, those relationships can often be effectively and happily maintained with simple techniques for mutual support and an effective use of time and effort.

Support needed: Who’s in your village?

- _____ Life partner
- _____ Best friend
- _____ Accountability helper(s)
- _____ Employees (student assist. Admins)
- _____ Professional help (coach, therapist)
- _____ Other (workout buddy, prayer partner, support group, AA)

Key social intelligence skills for Peak Performing Professors:
What areas do you need to work on?

- *Listen**
- *Network**
- *Request**
- *Delegate**
- *Negotiate**
- *Manage conflict.**

OPTIONAL: ENERGIZE YOURSELF BY STAYING SANER

Energize and sustain yourself for a long career and a long life by broadening and building your resilience: the resident ability to adapt to handle stress, change, and adversity even when you're not stressed. Human sustainability: most important ability - the ability to adapt.

Stay SANER:

Sleep Strive for 9; hit 8. Good sleep hygiene.

Attitude Healthy thinking; grateful, mindful; Set varied and realistic standards; Commit to something or someone outside of yourself; give to get

Attitude of gratitude

Perspective

Savoring

Satisficing

Nutrition Eat food. Not too much. Mostly plants. (Michael Pollan, *Food Rules*)

Exercise Move it or lose it. 20-30 minutes aerobic, a few minutes stretching and weights

Relaxation: Hit the brain-pause button every 90 minutes: 90/8/7/3 Rule; Electronic holidays; Hobbies: To balance, use a different modality from work (i.e. less sedentary, less reading, less intellectual)

Reminders for Designing and Living Your Ideal Life

1. Review and revise your Pyramid every 6 months.
2. Collect and park goals in your Dream Book.
3. Track the sub goals of your projects in one place 1-2 times/week.
4. Be accountable to someone other than yourself.
5. Keep designing scenarios and use the iterative review process.
6. Take care of yourself; it's the only one you have.

Wrap up time

Look back at your workshop hopes: what is a take-home message on one or more?

What opportunities are now commitments? Log in to page 2.

References found in Susan's book, *The Peak Performing Professor*.

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Workshop follow-up from 2017 University of Nevada Las Vegas

I am interested in:

___ Receiving Susan's *Professor Destressor* quarterly eNewsletter.

___ Attending Susan's online seminar on Creating Your Ideal Life.

___ I have been thinking of working with a coach to work on increasing my own productivity and effectiveness. I would like to take Susan up on her offer of a ¼ hour complementary coaching session. My biggest challenge is

NOTES

(Please fill in the front and back of this tear off)

Contact info (please print legibly):

Name _____

Phone _____

Email _____
