

# **Professional Development and Academic Advancement: Define Your PMS (Professional Mission Statement)**

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## **Overview**

- ◆ Background
- ◆ Case of Tina
- ◆ Academic Career Planning – 5 Key Steps
- ◆ Career Stage (#1)
  - Self-Assessment
- ◆ PMS Draft (#2)
- ◆ Break
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- ◆ Characteristics of Successful Academic Faculty – 4/20 Habits
  - Define Your Habits (#4)
- ◆ Priority Projects Plan (#5)
- ◆ Portfolio discussion
- ◆ Wrap-up

## Chinese Proverb

◆ If we don't change our direction,  
we are likely to end up where  
we are headed

## **Goals**

- ◆ **Define and accomplish your professional success**
- ◆ **Improve your likelihood for academic promotion**
- ◆ **Enhance your individual satisfaction**

## **Objectives** (at the end of this workshop, the learner will be able to: )

- ◆ **Describe successful professional development strategies**
- ◆ **Develop a rudimentary PMS and plan**
- ◆ **Identify your professional needs**
- ◆ **Identify academic resources**
- ◆ **Define the value of collaboration**
- ◆ **Understand documentation/portfolio (teaching) concepts**

# Successful Professional Development Strategies



## The Vision: Your Professional Mission Statement (PMS)

- ◆ **Identify personal goals and interests**
  - What do you value?
  - What does the organization value?
  - Share with mentor and colleagues
  - Revisit often
- ◆ **Define desired rewards**
  - Set priorities!
  - Productivity
  - No surprises
- ◆ **Identify requirements for the next step**

## Case of Brenda

- ◆ Now finishing 1st yr as Pediatric Residency Program Director
- ◆ Had been general pediatrician (Assistant Prof) in Ambulatory Pediatrics Division for 5 yrs
- ◆ Great record as teacher
- ◆ Clinical time reduced from 7 to 4 half days with PD position
- ◆ Her immediate program goals are to improve recruiting and continuity clinic
- ◆ Chair expects her to do some research and present at national meetings, in addition to PD and clinic responsibilities. He also mentioned need to upgrade program competencies assessments
- ◆ "Oh, by the way, we have RRC site visit later this year that you need to get working on"
- ◆ She just found out that she is up for promotion at the end of the academic year – the chair is concerned that she had "not done much academically" – the stress is mounting!
- ◆ Should she continue working in the residency program? What is wrong here? What should she do now?

## Case of Richard

- ◆ Now finishing 3<sup>rd</sup> yr as a physician (Assistant Professor) in Tenure track
- ◆ Graduated from a top tier fellowship program with excellent research training and intense desire to continue research career
- ◆ On service only 2 months a year - great reviews as teacher and clinician
- ◆ Took longer than expected to get research enterprise (people, resources, local collaborators) up and going – has only one local collaborator
- ◆ Division Director expects him to focus on his research and publish, submit a large national grant each year and present at national meetings
- ◆ His productivity has been less than desired but he feels that he is getting momentum now – he spends 8-12 hrs each weekend on his research
- ◆ The Division Director calls him in and explains that he may not qualify for additional internal support due to lack of publications and grant proposals
- ◆ He needs to submit a NIH grant in the next 6 months – if he does not get a competitive score, his research career will be in jeopardy!
- ◆ Should he continue to work this hard on his research? What is wrong here? What should he do now? What could have been done earlier?

## Case of Rick

- ◆ Now finishing 3<sup>rd</sup> yr as a scientist (Assistant Professor) in Tenure track
- ◆ Graduated from a top tier university with excellent research training and intense desire to continue research career
- ◆ Teaches one course at the university each year - great reviews as teacher
- ◆ Took longer than expected to get research enterprise (people, resources, local collaborators) up and going – has only one local collaborator
- ◆ Center Director expects him to focus on his research and publish, submit a large national grant each year and present at national meetings
- ◆ His productivity has been less than desired but he feels that he is getting momentum now – he spends 8-12 hrs each weekend on his research
- ◆ The Center Director calls him in and explains that he may not qualify for additional internal support due to lack of publications and grant proposals
- ◆ He needs to submit a NIH grant in the next 6 months – if he does not get a competitive score, his research career will be in jeopardy!
- ◆ Should he continue to work this hard on his research? What is wrong here? What should he do now? What could have been done earlier?

## Case of Tina

- ◆ Now finishing her 4<sup>th</sup> yr as Assistant Professor in Clinician/Educator track
- ◆ Graduated from strong residency and fellowship programs – very interested in patient care and teaching
- ◆ On service 8 months a year – very good reviews as teacher and clinician
- ◆ Recently she realized that to get promoted on the C/E track (in year 6), she will need to have a publication record of 2-3 clinical articles/reviews each year
- ◆ She did not realize this expectation and has only 2 articles so far – she sees plenty of great cases but is not clear on what topics to focus
- ◆ Division Director has told her each year that she is doing well, is a great asset to the program and that she should get involved in committees in the hospital and medical school
- ◆ She was recently given the opportunity to join the medical school selection committee – 2 half days per week for 6 months a year – she did this type of service during residency and love it!
- ◆ How will she balance this opportunity with her other demands? What are the threats here? What should she do now? What could have been done earlier?

## Academic Career Planning 5 Key Steps

- ◆ **Define Your Present Academic Career Stage**
  - self assessment
- ◆ **Your Professional Mission Statement**
- ◆ **Define Your Current Project List**
- ◆ **Describe the Characteristics of Successful Academic Faculty – 4/20 Habits**
  - how many you display and can adopt
- ◆ **Define Your Priority Projects Plan**
  - your self-defined future priorities



## Career Stages – Self-Assessment: Important Considerations

- ◆ **Interest – Themes**
- ◆ **Concerns – Threats**
- ◆ **Tasks – Required, desired**
- ◆ **Stress level**
- ◆ **Willingness to collaborate**

# Career Stage (#1) Self-Assessment

## PMS Draft

- Individual work
- Individual revision
- Small group share/critique
- Final draft

### WORKSHEET #2: PROFESSIONAL MISSION STATEMENT (PMS) Linking Your Passion to Academic Activities

Professional Mission Statement: Draft 1  
*One sentence, 10 words or less. Capitalize your initials (use it only for writing).*

*Why is this so important – have you described what you're doing rather than why? Rewrite based on answer to why?*

Professional Mission Statement: Draft 2

*Why is this so important to YOU?  
When you can't answer that anymore you've got a good draft of your PMS.*

Professional Mission Statement: Draft 3



## Current Project List

- Individual work
- Discussion

Worksheet #3: Current Project

1. List the current projects that you are working on. Rate degree of progress (0, 1/4, 1/2, 3/4, Net) with your PMS and Perceived Priority of YOUR Supervisor (Division Chief/Department Chief).

	SPECIFIC PROJECT/ACTIVITY	Completion Date	PMS	Supervisor Priority
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

# Characteristics of Successful Academic Faculty – 4/20 Habits

## MENTOR WORKSHEET # 11 CHARACTERISTICS OF "SUCCESSFUL" ACADEMIC FACULTY 4/20 Habits of Successful Faculty

61: For each item listed below, rate the degree to which it is true of you at the present time.  
**1** = Mostly True = M    **2** = Somewhat True = S    **3** = Not True = N

ITEMS	True Now			NOTES
	M	S	N	
<b>Peer Relations</b>				
1. Associate/interact with distinguished colleagues in your field				
2. Have a colleague network which includes senior colleagues, peers, administrators and staff				
3. Collaborate with colleagues on writing, teaching, research and/or administrative tasks				
4. Regularly obtain guidance and feedback from a senior colleague				
5. Maintain regular contact with professional colleagues outside your institution				
6. Borrow resources from colleagues pertinent to a new assignment (e.g., lecture notes and slides)				
<b>ENVIRONMENT</b>				
7. Local peers who are academically productive				
8. Supportive work climate (e.g., colleagues, available resources)				
9. 50% of time protected for academic pursuits (NEED WHERE RESEARCH)				
10. Institution supports your pursuit of topics which you deem valuable				
11. Direct report (chair, dean or chief) appreciates and values your work				
<b>PERSONAL AND COLLEGE CLIMATE</b>				
12. Academically productive during first two years of your appointment				
13. Work in small bursts of time (rather than waiting until you have a big block) as well as larger bursts				
14. Pursue several projects simultaneously				
15. Pursue topics about which you care – consistent with your values				
16. Perceive that you have some autonomy				
17. Take risks				
<b>CITIZENSHIP</b>				
18. Regularly attend national meetings				
19. Active in regional/national organizations				
20. Locally active in regional/academic/professional committees, working groups, national decisions				



## Resources

- ◆ **Your mental check list: used by highly effective faculty 4/20 (20 habits in 4 areas of activity of successful academic faculty):**
  - **Colleagues**
  - **Environment**
  - **Personal style/self management**
  - **Citizenship**

## Colleagues

- ◆ **Associate and collaborate with distinguished colleagues**
- ◆ **Network: seniors, peers, admin. and staff**
- ◆ **Collaborate: writing, teaching, research and administration**
- ◆ **Regular contact inside and outside institution**
- ◆ **Borrow and offer resources**

## **Environment**

- ◆ **Local peers academically productive**
- ◆ **Supportive work climate / resources**
- ◆ **>10% protected time for academics**
- ◆ **Institution supports pursuit of topics you deeply value**
- ◆ **Chair appreciates and values your work**

## **Successful Style**

- ◆ **Be productive in first 5 years**
- ◆ **Work in small bursts**
- ◆ **Attack several projects simultaneously**
- ◆ **Pursue topics of personal interest, consistent with your values and mission**
- ◆ **Work with some degree of perceived autonomy**
- ◆ **Take risks**

## Citizenship

- ◆ **National** - Regularly attend national meetings
- ◆ **Regional** - Active in regional and national programs
- ◆ **Local** - Active on medical school / hospital committees, working groups curriculum committees
- ◆ **Network with other good citizens to drive your agenda (or their agenda)**

## Priority Projects Plan (#5)

- ◆ Create Your Priority Projects Plan



## Academic Plan: Goals and Metrics: Priority Projects Plan

Worksheet #4: Priority Project (Tasks x Timetable)

Project Title:		Date To Be Completed:		
KEY TASKS	DUE DATE	KEY RESOURCES	COLLEAGUES	DONE ✓

## Academic Plan: Goals and Metrics

Name Performance Evaluation and Metrics

Goals/Measures	Weight (% of total)	Threshold Performance	Target Performance	Max Performance

## **Academic Portfolio - Document Your Accomplishments**

- ◆ **Statement of philosophy on teaching**
- ◆ **Teaching/Learner evaluations**
- ◆ **Representative syllabi/course materials**
- ◆ **Every new committee, work group, assignment**
- ◆ **Every journal you review**
- ◆ **Every publication, abstract, invited presentation**
- ◆ **Every grant**
- ◆ **In total - the Portfolio is Your Career!**



## Homework

- ◆ **Re-visit your PMS (quarterly?) – share with your supervisor**
- ◆ **Revisit your 4/20 Habits as part of your yearly planning**
- ◆ **Create and use your Priority Projects List**
- ◆ **Live your plan**

## Thanks

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