UNIVERSITY OF COLORADO DEPARTMENT OF MEDICINE

LAUNCH TEAMS

PROGRAM

CONTENT, METHODS, AND CAREER INSIGHTS *TO HELP LAUNCHEES SUCCCED*

Department of Medicine
SCHOOL OF MEDICINE
UNIVERSITY OF COLORADO **ANSCHUTZ MEDICAL CAMPUS**

CONTENT

LAUNCH TEAMS OVERVIEW

01

Why Launch Teams?

The Launch Team initiative is designed to support early career Department of Medicine faculty "Launchees" and facilitate connections with individuals who have key content, methods, or career insights to help Launchees succeed. Launch teams work only when team members commit to doing pre-work and inter-meeting work to ensure progress. This document provides an overview of this structure and expectations.

Team Composition

The core members of Launch Teams include individuals in the following areas related to faculty development: clinical, education, scholarship/research, leadership, and service. The Division Leadership and Launchee will work together to identify members of their Launch Team. Faculty on each Launch Team must commit to participation for at least 1 year. If changes to the Team are needed prior to the end of year, the Launchee and Launch Team Facilitator will work with Division Leadership to coordinate such adjustments.

Cadence & Content

Launch Teams will start with a first meeting to set goals and priorities for the upcoming year. Meetings take place quarterly throughout the year for a total of 4 meetings for each Launch Team. Launch Teams focus on key aspects of faculty growth and development in areas including clinical, education, scholarship/research, leadership, and service.

The goals, metrics, and deliverables for each meeting and academic year will be developed by the early career faculty member with a focus on Launch Team. Suggested areas of focus for meetings and deliverables could include, but are not limited to:

- **Clinical aspects:** Case mix, clinical volume, resources, ways to become more efficient. or new techniques.
- **Education:** Development of teaching skills, curriculum development, opportunities for formal teaching roles within the Division, Department, and School of Medicine.
- **Scholarship/Research:** Research portfolio and focus, manuscript planning, grant writing and funding, wayfinding, and connections to resources and funding.
- **Leadership**: Management and organizational skills, career goals, professional strength. development, tailored opportunities for coaching.
- **Service:** Committee membership, opportunities to engage with divisional activities, engagement with programs within the Department and beyond.
- **Promotion:** Planning for timing, needs for dossier/portfolio, etc.

The Launch Team should focus its initial meeting on orienting members to the team and providing an overview of the mentee's background, experiences, and interests (please see First Meeting Agenda Template). Year-end meeting content should reflect on the year's activities and achievements and define next steps for the mentee and the Team as the mentee further builds their team. A recommended standard agenda template can be found here.

Meeting content should also be derived from mentee engagement with the Launch Team Program's sessions which are described in detail in the sections that follow.

03

WHAT IS YOUR **WHY?**

SESSIONS

The Launch Team Program includes 4 meeting agendas that align with key developmental domains for early career faculty. Meetings must take place quarterly to ensure regular cadence and timely feedback on progress or barriers. Launch Teams are divided into 2 different tracks for faculty: a track for faculty focused on clinical practice and/or medical education, and a track for faculty who are focused on scholarship and/or research.

Both tracks will start with the same session for the first Launch Team meeting. Further meetings will vary in structure, focus, and content by track. Launchees are encouraged to use content and meeting agendas that will best support their growth and development, which may include content from different tracks.

Launch Team Facilitators should facilitate (or co-facilitate) each Team meeting. Facilitators and Launchees should be in contact prior to each meeting to review mentees' planned agenda and make suggestions as needed to ensure that the time spent together is valuable for all. Preparation for these meetings is therefore critical to the program's success.

Teams should also arrange for a back-up Facilitator, typically the Launch Team member from Division Leadership who can help facilitate meetings in the event of the primary Facilitator's absence. To streamline this process, we recommend cc'ing back-up Facilitators on emails involving finalized meeting agendas. As a part of our efforts to optimize Launch Teams, we ask that mentees and their Team members complete a brief survey upon finishing each session. Surveys can be accessed using the link or QR code found at the end of each session.

Sample agendas are provided for each session. For an agenda template unassociated with a specific session, please see General Meeting Template.

#1 MEETING (Q1) : What is Your "Why"?

#2 MEETING (Q2) :
- Clinical/Med Ed Track: Building your clinical practice
- Scholarship/Research Track: Planning your research trajectory

#3 MEETING (Q3) :
- Clinical/Med Ed Track: Becoming an educator
- Scholarship/Research Track: Time management

#4 MEETING (Q4) : Building your mentorship team

After Session 1: What is Your Why (which corresponds to the first Launch Teams agenda), mentees should complete the sessions in an order and in a track that best supports their career. Mentees should complete 4 meetings within the one-year Launch Teams program.

SESSIONS FOLLOW A FORMAT THAT ENCOURAGES:
- Preparation through reading and engaging in activities;
- Reflection with members of the Launch Committee; and
- The application of learning in actionable next steps.

After engaging with the items listed under sessions' Prepare section (e.g. worksheets, prompts, research), launchees should incorporate questions and discussion topics detailed in the Reflect section into the agenda for their next Launch Team meeting. Launchees and Launch Teams should use this process to discern actionable next steps that will be reported on as appropriate in future meetings.

MEETING 1 PREPARATION: **WHAT IS YOUR WHY?**

Estimated Time to Complete: 2 hours preparation for Launchee

Watch & Read:

- Find Your WHY | Simon Sinek (youtube.com)
- It's OK to Fail, but You Have to Do It Right (hbr.org)
- Finding Success Starts with Finding Your Purpose (hbr.org)

Engage:

- Complete the Career Development Plan
- Using the "Creating What and Why Statements" worksheet provided here, create statements detailing the "why" and the "what" that drive your professional pursuits.

Reflect:

At your first Launch Teams meeting , share and ask for feedback on your "What and Why" statements, then review your career development plan.

Apply:

After reviewing your "Why" and "What" statements with the team, make revisions as needed. Plan to share an updated version of the statement with the team at a future meeting. Once complete, this statement can be used for future statements of purpose, cover letters, and portfolio materials.

After sharing your Career Development Plan, make revisions based on your discussion with the Team

MEETING 1: **AGENDA**

[Date, Time] Attendees:
Expected Absences:

I. Introductions 20 minutes

- Orient the team to its members with brief introductions.
- Facilitator provides an overview of Launch Team processes and functions (e.g., frequency of meetings, roles, responsibilities, etc.)
- Provide a brief overview of your background, interests, current activities (e.g. works in progress, clinical work, manuscripts, etc.) and what you hope to achieve in the next 12 months.

II. Review & discuss your "what" and "why" statements 30 minutes

- Do these statements align?
- Are there gaps that need to be addressed or changes to be made that better articulate your professional goals?
- How do your "what" and "why" statements relate to your career vision for clinical practice, educational aspirations, and/or research/scholarly interests?
- Who are ideal role models in the Division, Department and beyond that would be exemplars for the type of academic career you may one day want to have?
- Review completed Career Development Plan as a group.

III. Next Steps 10 minutes

- ☐ Detail your upcoming activities, including action steps from this meeting (i.e., meetings to have, people to meet, tasks to complete), for the period between meetings and plan to follow-up on these the next time the Team convenes.
- ☐ Discuss any next steps for the Launch team members to do between meetings (i.e., e-introductions, resources to send).
- ☐ Note the window for scheduling the next Team meeting.
- ☐ Complete survey.

MEETING 2: CLINICIAN / EDUCATOR PREPARATION

Estimated Time to Complete: 1 hour preparation for Launchee

Read

• Review the clinical activity [SOM promotion matrix] starting on page 4.

• Identify 3 boxes in the Excellent category to focus your efforts and growth as a clinician.

Engage:

Briefly respond to each of the following:

• Reflect on your ideal clinical activities, including types of patients, diagnoses, and/or volume. What are some areas where you may need support to move toward this ideal?

• What are ways in which you might work toward excellence in the 3 criteria you selected? How can the Launch Team help you with this?

• Who are clinical partners (either inside or outside of your division) who you could work with to meet your clinical goals?

• How do you balance clinical responsibilities with bedside teaching or other competing tasks? What are some areas where you may need support to better balance your tasks?

• What tools do you need to help you grow as a clinician and work toward your clinical goals (e.g. communication courses, leadership training?)

• What tools do you need to help you understand your clinical performance (e.g. clinical documentation integrity, quality metrics, access to and interpretation of clinical and financial data)?

• Share your thoughts from the prompts above with your Launch Team during your next clinical meeting.

Reflect:

Discuss your responses to the questions above with your Launch Team using the prompts provided in the draft agenda.

Supplemental Resources:

A guide for requesting meetings by email: 7+ Perfect Examples of a Meeting Request Email - UpLead

08

BUILDING YOUR CLINICAL PRACTICE

Apply:

• Based on your responses to the questions above, complete at least 2 of the following activities. If you are still identifying individuals who can help, leverage feedback and connections from your Launch Team to make these connections.

• Begin work on your clinical portfolio including tracking any projects, committees that you may be participating in.

• Meet individually with 2-3 new clinical partners or leaders to build one-on-one relationships and/or provide peer-to-peer coaching and/or feedback. Use guide to request meetings with new individuals by email.

• If applicable: Schedule one informational talk and/or meeting with a new clinical group that may be a partner for you to advance your work within your clinical niche/expertise, who you don't already know.

Build your meeting agenda

MEETING 2:

BUILDING YOUR CLINICAL PRACTICE MEETING AGENDA

[Date, Time] Attendees:
Expected Absences:

I. Updates & Feedback 🕓 20 minutes

Updates may come from the following topic areas:

• Clinical aspects: e.g. case mix, clinical volume, resources, learning about new procedures, ways to become more efficient or new techniques.

• Education: e.g. development of teaching skills, curriculum development, opportunities for formal teaching roles within the Division, Department, and School of Medicine.

• Research : e.g. research portfolio and focus, manuscript planning, grant writing and funding, wayfinding and connections to resources and funding.

• Self-care: e.g. work-life balance, personal goals, etc.

• Follow-up from last Launch Team meeting.

II. Building Your Clinical Practice Follow-Up 🕓 30 minutes

• Discuss your clinical patient encounters, templates you are using, and how you have navigated any challenges and/or ask the group for help with troubleshooting. Identify areas for future development and/or growth.

• Examples include aspects regarding processes for various common tasks, efficiencies in care delivery, navigating obstacles, dealing with failures or losses, etc.

• What 3 criteria did you select to work on from the clinical activity matrix? What are you already doing to work toward excellence in these areas and what would you like to start doing?

• Who are clinical leaders and experts that could support you in key developmental areas or projects? How can you connect with these individuals?

• Who are the partners outside of your immediate clinical group you might work with? How can your Launch Team help you connect with these individuals?

• Who within your network could fill these roles and to what extent can relationships with Launch Team members be leveraged to make new connections? Who is missing in your network that should be there to ensure future success?

• Discuss with your team any relevant clinical goals and targets for success by the next meeting.

III. Next Steps 🕓 10 minutes

☐ Detail your upcoming activities, including action steps from your most recent session (if applicable), for the period between meetings and plan to follow-up on these the next time the Team convenes.

☐ Discuss any next steps for the LaunchTeam faculty to do between meetings.

☐ Note the window for scheduling the next Team meeting.

☐ Complete survey.

MEETING 2:
RESEARCH & SCHOLARLY WORK PREPARATION

Estimated Time to Complete: 1 hour preparation for Launchee

Review

- CCTSI funding sources: LINK
- Colorado PROFILES: LINK
- Use key words aligned with your research to find CU faculty with aligned work
- NIH resources to consider:
  - o Grants and funding website: LINK
  - o NIH Reporter: LINK - search key words to find projects and investigators in your area

Engage

• Identify and list potential funding opportunities, conference presentations, and journal submissions that you could pursue for the upcoming year.

• Bring this list to your next Launch Team meeting and debrief using the prompts below.

Reflect

Share your "Scholarly to Do List" with your Launch Team and discuss using the prompts provided in the Agenda Template found on page 10.

Apply:

• After discussing your list with your Launch Team, refine your scholarly targets as appropriate and develop a work plan for the upcoming year.

• Identify key deadlines and deliverables and time frames needed to meet your goals.

• Add your work plan as a standing agenda item for your meetings and plan to discuss your efforts with your Launch Team.

• Reach out to your Division leadership as needed to identify your grant support staff. Consider a brief meeting to discuss planned submissions for the year.

Supplemental Resources:

- Writing an Abstract for Your Research Paper – The Writing Center – UW–Madison (wisc.edu)
- Writing for Impact: How to Prepare a Journal Article by Andrew M. Ibrahim and Justin B. Dimick

MEETING 2:

RESEARCH TRACK

PLANNING YOUR RESEARCH TRAJECTORY & SCHOLARLY WORK MEETING AGENDA

[Date, Time] Attendees:
Expected Absences:

I. Updates & Feedback 🕒 20 minutes

Updates may come from the following topic areas:

- Research: e.g. research portfolio and focus, manuscript planning, grant writing and funding, wayfinding and connections to resources and funding.
- Clinical aspects: e.g. case mix, clinical volume, resources, learning about new procedures, ways to become more efficient or new techniques.
- Education: e.g. development of teaching skills, curriculum development, opportunities for formal teaching roles within the Division, Department, and School of Medicine.
- Self-care: e.g. work-life balance, personal goals, etc.
- Follow-up from last Launch Team meeting

II. Scholarly To-Do List Review 🕒 30 minutes

Review your "Scholarly to-do List" and discuss the following:

- ☐ Are your goals realistic? Are the targets you have identified appropriate?
- ☐ Are there other potential goals/opportunities that should be added to the list?
- ☐ Are your goals timely and/or appropriate for your professional development?
- ☐ What kinds of support (e.g. sponsorships, team members, etc.) do you need to achieve your goals?
- ☐ To what extent can your Launch Team be leveraged to provide such support?

III. Next Steps 🕒 10 minutes

- ☐ Detail your upcoming activities, including action steps from your most recent session (if applicable), for the period between meetings and plan to follow-up on these the next time the Team convenes.
- ☐ Discuss any next steps for the mentors to do between meetings.
- ☐ Note the window for scheduling the next Team meeting.
- ☐ Complete survey.

MEETING 3:
CLINICIAN / EDUCATOR TRACK

Estimated Time to Complete: 1 hour preparation for Launchee

Read

- AMEE Guide no. 34: Teaching in the Clinical Environment (Article) by Subha Ramani & Sam Leinster (pp. 347 – 364)
- Guidelines for Evaluating the Educational Performance of Medical School Faculty: Priming a National Conversation (article) by Constance Baldwin, Latha Chandran, & Maryellen Gusic (pp. 285 – 297)

Engage:

- Are you interested in pursuing a "formal career" in medical education including curriculum development and medication education leadership (Educator) or are you interested in bedside/clinical teaching but not a formal career in medical education (educator)?

- Review 2-3 recent teaching evaluations or, if you have not yet received evaluations, debrief with one-to-three residents on your approach to teaching.

Approach these discussions with a growth mindset – that you are trying to learn and appreciate and value the ways in which you can improve.

- What areas are most frequently cited as strengths?

- Areas for improvement?

- To what extent do your reviews describe how innovative you are in your approach to teaching?

Reflect:

Discuss your responses to the questions above with your Launch Team using the prompts provided in the draft agenda.

Supplemental Resources:

[Launching Your Career in Medical Education | NEJM Resident 360]

Apply:

- Begin work on your educator's portfolio. This should include a system for logging lectures and student mentoring time (please see sample in Appendix C), letters of support, and collating teaching evaluations.

- As you populate your folder, provide status updates at future Launch Teams meetings and leverage your team for feedback and suggestions.

- If interested in pursuing a formal medical education career, schedule one meeting with a leader in medical education to discuss their career journey and opportunities.

Build your meeting agenda

MEETING 3: CLINICIAN / EDUCATOR TRACK

BECOMING AN EDUCATOR AGENDA

[Date, Time] Attendees:
Expected Absences:

I. Updates & Feedback ◷ 20 minutes

Updates may come from the following topic areas:

- Clinical aspects: e.g. case mix, clinical volume, resources, learning about new procedures, ways to become more efficient or new techniques.
- Education: e.g. development of teaching skills, curriculum development, opportunities for formal teaching roles within the Division, Department, and School of Medicine.
- Research: e.g. research portfolio and focus, manuscript planning, grant writing and funding, wayfinding and connections to resources and funding.
- Self-care: e.g. work-life balance, personal goals, etc.
- Follow-up from last Launch Team meeting.

II. Becoming an Educator ◷ 30 minutes

Review and discuss the teaching evaluations you selected for the Becoming an Educator session. Use the following prompts to guide the discussion:

- ☐ What are your biggest strengths?
- ☐ How can these strengths be leveraged to promote further learner success?
- ☐ What are the areas cited for improvement?
- ☐ How can these areas be addressed?
- ☐ Are there particular skills or experiences that you need to acquire to strengthen areas for improvement? Could someone shadow you and give feedback?
- ☐ In what ways can your Launch Team be leveraged to aid such processes?
- ☐ Where does innovation occur in your work as an educator?
- ☐ How might such approaches can be disseminated to assist colleagues and/or the field?

III. Next Steps ◷ 10 minutes

- ☐ Detail your upcoming activities, including action steps from your most recent session (if applicable), for the period between meetings and plan to follow-up on these the next time the Team convenes.
- ☐ Discuss any next steps for the Launch Team faculty to do between meetings.
- ☐ Note the window for scheduling the next Team meeting.

MEETING 3:
RESEARCH TRACK TIME MANAGEMENT PREPARATION

Estimated Time to Complete: 2 hours preparation for Launchee

Watch

How to Effectively use the 80/20 Pareto Principle to Be More Productive - YouTube
by Practical Psychology

Engage:

• Practicing the 80/20 Principle: Following the instructions provided in the second worksheet, track how you spend your time for one month.

What is your 80%? What is your 20%?

Reflect:

Review your calendar with your Launch Team during your next meeting using the prompts provided in the meeting agenda template.

Apply:

Using learning from the 80/20 Principle exercise and feedback from your team, identify ways in which your work habits might be modified to enhance productivity and work/life balance. Plan to revisit this as an update item on future Launch Teams meeting agendas.

Supplemental Resources:

- Deep Work: How to Develop the Most Valuable Skill of the 21st Century (Pt. 1) (video) by The Art of Improvement
- Deep Work: How to Develop the Most Valuable Skill of the 21st Century (Pt. 2) by The Art of Improvement
- Deep Work: Rules for Focused Success in a Distracted World by Cal Newport
- The Power of a Positive No: Save The Deal Save The Relationship and Still Say No by William Ury

TIME MANAGEMENT MEETING AGENDA

[Date, Time] Attendees:
Expected Absences:

I. Updates & Feedback 20 minutes

Updates may come from the following topic areas:

• Research: e.g. research portfolio and focus, manuscript planning, grant writing and funding, wayfinding and connections to resources and funding.

• Clinical aspects: e.g. case mix, clinical volume, resources, learning about new procedures, ways to become more efficient or new techniques.

• Education: e.g. development of teaching skills, curriculum development, opportunities for formal teaching roles within the Division, Department, and School of Medicine.

• Self-care: e.g. work-life balance, personal goals, etc.

• Follow-up from last Launch Team meeting.

II. Calendar Review (80/20 Principal) 30 minutes

Describe the Practicing the 80/20 Principle activity and review your calendar with your Team, using the following prompts:

- ☐ Are you protecting the time for your 20%?
- ☐ Are there areas where you are allowing your 80% to take up 100% of your time?
- ☐ What resources or permission do you need to contain the 80%?
- ☐ Consider your work life balance. How would you rate yourself?
- ☐ How would your colleagues rate you? How would your family rate you?
- ☐ Are there ways in which you can eliminate things that are less value add and create time for things that bring you joy and align with your goals?

III. Next Steps 10 minutes

- ☐ Detail your upcoming activities, including action steps from your most recent session (if applicable), for the period between meetings and plan to follow-up on these the next time the Team convenes.
- ☐ Discuss any next steps for the mentors to do between meetings.
- ☐ Note the window for scheduling the next Team meeting.

FINAL MEETING

BUILDING A MENTORSHIP TEAM PREPARATION

Estimated Time to Complete: 2.5 hours preparation for Launchee

Watch / Read

• https://teambuilding.com/blog/ted-talks-for-team-building

• Will You Be My Mentor?—Four Archetypes to Help Mentees Succeed in Academic Medicine | Medical Education and Training | JAMA Internal Medicine | JAMA Network

• Mentee Missteps: Tales From the Academic Trenches | A Piece of My Mind | JAMA | JAMA Network

• https://teambuilding.com/blog/ted-talks-for-team-building

Engage:

• Using the worksheet, build an inventory of your networks, including individuals who are already in your network and the types of connections you would like to include moving forward.

• Separately, consider who you are currently mentoring. How do these relationships look (e.g. How frequently do you connect? How do you provide support? How is your mentee progressing?)?

• Which of the Four Archetypes (i.e. traditional mentor, coach, sponsor, and/or connector) do you fill in these roles?

Reflect:

Using the prompts provided in the "Mentorship" Meeting Agenda discuss the results of your network analysis and the nature of your current mentoring relationships.

Apply:

• Make a plan to identify and/or conduct outreach to prospective mentors and add this as a status update on your ensuing Launch Teams meeting agendas.

• Work with your Launch Team to identify resources within the Department, University, and your professional community (e.g. Mentorship Academy, workshops, webinars, etc.) to strengthen key mentorship skills.

• Make a plan for engagement and follow up on your progress and experiences with Launch Team members moving forward. Could be emails as needed with some members, and other Launch Team members may transition into a more formal mentor role for the Launchee as appropriate.

Supplemental Resources:

- 6 Things Every Mentor Should Do (hbr.org) by Vineet Chopra and Sanjay Saint
- Mentoring Millennials | Humanities | JAMA | JAMA Network by Jennifer Waljee, Vineet Chopra, and Sanjay Saint
- The Mentoring Guide: Helping Mentors and Mentees Succeed by Chopra, Vaughn, Saint

Build your meeting agenda

FINAL MEETING: **MENTORSHIP MEETING AGENDA**

[Date, Time] Attendees:
Expected Absences:

I. Updates & Feedback ◷ 20 minutes

Updates may come from the following topic areas:

- Clinical: e.g. current case mix and volume, recent challenges or complications, program-building.
- Educatione.g. setting education goals, recent evaluations, upcoming opportunities.
- Research: e.g. upcoming project, abstract, paper, or grant deadlines, etc.
- Self-care: e.g. work-life balance, personal goals, etc.
- Follow-up from last Launch Team meeting

III. Next Steps ◷ 10 minutes

- ☐ Detail your upcoming activities, including action steps from your most recent session (if applicable), for the period between meetings and plan to follow-up on these the next time the Team convenes.
- ☐ Discuss any next steps for the mentors to do between meetings.
- ☐ Note the window for scheduling the next Team meeting.

II. Mentorship ◷ 30 minutes

Discuss the results of the network analysis activity with your Launch Team. Consider the following:

- What roles need to be filled in your network?
- What types of individuals would you like to fill such roles?
- How could relationships with such individuals benefit your professional development?
- Who do you or your Launch Team know that could fill such spots in your network?
- What steps will you take to add mentors to your network?
- How can you leverage current relationships and/or roles (e.g. current appointment, professional organizations, academic communities) to make such additions?
- Discuss your current mentoring relationships. In which areas do you think you could improve? What skills should you develop to better support your mentees?

III. Next Steps ◷ 10 minutes

- ☐ Detail your upcoming activities, including action steps from your most recent session (if applicable), for the period between meetings and plan to follow-up on these the next time the Team convenes.
- ☐ Discuss any next steps for the mentors to do between meetings.
- ☐ Note the window for scheduling the next Team meeting.

SESSION WORKSHEETS
WORKSHEET 1:
CREATING "WHAT" & "WHY" STATEMENTS

PART ONE

In 200 words or less, create a "What" statement that describes the professional role you envision for yourself in the near-to-intermediate future. For this statement, focus specifically on the things you hope to be doing, as opposed to your justifications for pursuing such roles or positions.

PART TWO

Create a "Why" statement that describes your reasons for engaging in the work detailed in your "What" statement. Keeping in mind what you have learned about "Why" statements from "Start with Why: How Great Leaders Inspire Everyone to Take Action," share your professional motivations in one-to-two sentences. Remember, a "Why" statement should be:

- Simple
- Clear
- Actionable
- Focused on your contribution to others
- Expressed in affirmative language

One way of writing a "Why" statement is as follows: "To________so that____________."

In practice, this formula could be applied as follows:

- "To co-create evaluations that serve the needs and topical interests of primary intended users, so that processes are sustainable and results are usable."

- Once you have created your "Why" statement, ask yourself why you want to do that and write this down in one-to-two sentences. Repeat this process, three more times, unpacking your motivations in one-to-two sentences. When you are finished, you should have five "Why" statements in total. This process could follow the trajectory of the following example:

☐ ***Statement 1:*** *"To help health and human services providers learn more about their programs so that they can better serve their target populations."*

☐ ***Statement 2:*** *"To help target populations receive the resources they need so that they can lead healthy and productive lives."*

☐ ***Statement 3:*** *"To make social programs more effective so that society can become more equitable for at-risk and marginalized populations."*

WORKSHEET 2: **PRACTICING THE 80/20 PRINCIPLE**

DIRECTIONS

For one month, document how you spend your time on a calendar. For each day of the workweek, track the activities in which you engage. Keeping in mind what you have learned about the 80/20 principle, consider which 20% of your activities produce 80% of your results. Identify and briefly describe your "20%" activities and your "80%" results along with any key findings that emerge as you consider these items. Plan to share these findings with your Launch Team during your next meeting.

Example 1: Scholarly Pursuits		
20%	Identifying funding opportunities and grant-writing.	**Takeaways:** Cultivating funding opportunities is foundational to research productivity.
80%	Study-related tasks; scholarly writing, invited talks.	

Example 2: Clinical Pursuits		
20%	Developing new clinical and teaching skills.	**Takeaways:** Key for getting promoted into health system administrative role.
80%	Engaging in clinical tasks (e.g. patient medical histories, performing procedures, etc.).	

After tracking your activities for one month, complete an audit of your calendar. Think about whether you have found the right balance in the types of activities in which you engage and the results produced by these efforts. Consider how you can plan your calendar to optimize your efforts. Some resources and/or strategies for time/calendar management include:

Supplemental Resources:

DEEP WORK

In Cal Newport's book, ***Deep Work***, the concept refers to engaging in cognitively demanding tasks without distractions, whereas "shallow work" is less mentally demanding and can be performed while distracted. ***Deep Work*** describes strategies for better cultivating and protecting deep work in one's routines.

• *Deep Work: Rules for Focused Success in a Distracted World (book) by Cal Newport*

Gary Keller's ***The One Thing: The Surprisingly Simple Truth Behind Extraordinary Results*** emphasizes identifying the most important task in a given project and focusing one's efforts in that area.

RESOURCES

The One Thing: The Surprisingly Simple Truth Behind Extraordinary Results by Gary Keller The One Thing by Gary Keller - The Simple Truth Behind Extraordinary Results (animated book summary) by Better Than Yesterday

TIME BLOCKING

A time management technique that focuses on blocking out sections of one's day, with each block dedicated to accomplishing a specific task or group of tasks. This approach emphasizes structure and scheduling.

RESOURCES

Reclaim Your Schedule with Time Blocking

How to "time block" and why it's the best productivity hack you should use by Paul Minors

Time Blocking with Google Calendar (Tutorial & Tips) by Simpletivity

Time Blocking with Outlook by Wednesdays with Wes

TIME BLOCKING

The Pomodoro Technique to task management employs a timer to facilitate focused effort on specific tasks for a given period - typically 25 minutes - of time before taking a brief break. This is referred to as one "pomodoro." The process is repeated for four pomodoros before allowing for a longer break- 15-to-30 minutes- to reset and begin a new set of four "pomodoros."

RESOURCES

Productivity 101: An Introduction to The Pomodoro Technique by Alan Henry

The Pomodoro Technique - Study and Productivity Technique by Better Than Yesterday

ADDITIONAL TEMPLATES:

LAUNCH TEAMS MEETING SAMPLE AGENDA

I. Updates & Feedback ◷ 20 minutes

Updates may come from the following topic areas:

• Clinical aspects: (e.g. case mix, clinical volume, resources, learning about new procedures, ways to become more efficient or new techniques.)

• Education: (e.g. development of teaching skills, curriculum development, opportunities for formal teaching roles within the Division, Department, and School of Medicine.)

• Research (e.g. research portfolio and focus, manuscript planning, grant writing and funding, wayfinding and connections to resources and funding.)

• Self-care (e.g. work-life balance, personal goals, etc.)

• Follow-up from last Launch Team meeting

II. Main Topic ◷ 30 minutes

For meetings not focusing on module-specific content, use the bulk of time focusing on areas or tasks that are timely and of particular importance to your professional development.

III. Next Steps ◷ 10 minutes

• Detail your upcoming activities for the period between meetings and plan to follow- up on these the next time the Team convenes.

• Discuss any next steps for the Launch Team faculty to do between meetings.

• Note the window for scheduling the next Team meeting.

• Complete Survey

29

EDUCATOR'S PORTFOLIO (TEMPLATE)

NAME, DEGREE

Updates may come from the following topic areas:

SECTION 1: SUMMARY OF TEACHING ACTIVITIES

A. Undergraduate Students (# hours / year)
In a brief paragraph, describe your involvement with undergraduate students. Be sure to note the schools/ colleges and programs in which your students are based, the number of students with whom you engage, and the nature and frequency of that engagement.

Provide a detailed list of selected mentee accomplishments, if applicable:

1. Name
2. Duration of Mentorship
3. Description of accomplishment (e.g. first authorships, conference presentations, accepted manuscripts)

B. Medical Students (# hours / year)
Describe the nature of your engagement with medical students (e.g. clinical teaching, research mentorship), the settings in which these interactions take place (e.g. lectures, clinics, operating room), and the percentage of your overall effort devoted to these efforts. If you serve as a research mentor to medical students, describe such efforts here.

Provide a detailed list of selected mentee accomplishments, if applicable:

1. Name
2. Duration of Mentorship
3. Descriptionof accomplishment (e.g. first authorships, conference presentations, accepted manuscripts)

C. Post-Doctoral Research Fellows (# hours / year)
Describe the nature of your engagement with post-doctoral research fellows (e.g. lab meetings, individuals research mentorship, seminars, etc.), the frequency of such engagement, and the percentage of your overall effort devoted to these efforts. Describe any funding awards that support your work with post-doctoral research fellows (e.g. NCI Mentored Clinical Scientist Research Career Development Award). You may also detail your approach to mentorship here.

1. Name
2. Duration of Mentorship
3. Descriptionof accomplishment (e.g. first authorships, conference presentations, accepted manuscripts)

D. Clinical Residents (# hours / year)
As applicable, describe your relationship to your section's residency program, the amount of your time spent engaging in clinical teaching, and the amount of your clinical work completed jointly with residents. Describe the settings in which clinical work with residents occurs, the type of training being done, and the amount of time per week such efforts occur (e.g. # hours per-week). The following items may also be included in this section:

• Activities related to recruitment, teaching, and evaluation of trainees.

• Your teaching style and philosophy when working with clinical residents.

• Results from teaching evaluations and relevant awards and acknowledgments.

CONTINUED ON NEXT PAGE...

EDUCATOR'S PORTFOLIO (CONT'D)

SECTION 1: SUMMARY OF TEACHING ACTIVITIES

E. Faculty and Practicing Physicians
Faculty Development Activities
As applicable, describe your role in faculty development in the Department. Detail the programs and initiatives with which you engage as well as the nature of such engagement.

If you provide individual mentorship to junior faculty, provide a detailed list here:

Individual Formal Mentorship
Your role (e.g. Launch Team Member for Name, Title, Department). Time allocation: # hour(s) per week, Duration of Mentorship (e.g. MM/YYYY – MM/YYYY).

Describe any institutionally sponsored continuing medical education (CME) programs in your areas of focus here.

Institutional Continuing Medical Education
1. Event/Training/Symposium Name, Session Title, Date

SECTION II: MOST SIGNIFICANT TEACHING CONTRIBUTIONS

A. Curriculum Design and Development
Local Courses
Provide a detailed account of your role in developing course content, curriculum, and workshops that serve individuals within the Department. Highlight any key or high impact examples of your work in these areas (e.g. workshops serving large numbers of faculty within the Department).

National Society Sessions and Courses
Provide a detailed account of your involvement in committees of national organizations, with an emphasis on the development and implementation of sessions and courses. Provide a list of recent, high impact examples of your work. Conference/Event. Session/Course Title, Role. Location. Date.

B. Instructional Materials
Describe any instructional materials, such as book chapters, that you have authored. You may include a brief list of recent examples here or refer readers to your CV.

C. Educational Scholarship
Detail your area(s) of focus in educational scholarship and the ways in you are involved in and/ or apply this work. Provide an overview of high-impact manuscripts and list recent examples as appropriate in this section.

D. Professional Development in Education
Describe the ways in which you engage in continued professional development in education. Detail the areas in which you focus your efforts and the time committed to each. Use this section to list and briefly describe any relevant formal continuing education sessions/courses/ training in which you have participated.