



**“Tell Me About Your Goals”
Creating an Effective Oral Executive Summary
Thursday, February 14, 2019
Noon-2:00pm**

Presenters

Christopher Russell, MD
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Facilitators

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Agenda

| | |
|--------------|--|
| Noon-12:15pm | Welcome / Opening, Christopher Russell, MD |
| 12:15-1:15pm | Career Vision / Goals (<u>60min.</u> Interactive Session: Round table group activity) |
| 1:15-1:25pm | *BREAK* |
| 1:25-2:00pm | The Art of Asking: How to Ask for and Get What You Want |

Activity #1—Career Vision Mad Libs (a.k.a. Elevator Speech)

Worksheet #1: “What’s your vision for your career?”

List the following:

1. Important professional experience:
2. Problem that the professional experience demonstrates
3. Activity 1 (thing that you do as a faculty member: hint research)
4. Activity 2
5. Activity 3

30-sec elevator speech:

Hi, I am _____ (name), a(n) _____
(rank) Professor of _____(department) at CHLA/USC. My
career vision comes from my experience _____(insert
#1). As a faculty member, I pursue things that help to
_____ (insert #2). A career where I
_____ (activity #1), _____(activity #2), and
_____ (activity #3) will allow me to align the things that I do
professionally with my own vision and goals.

Worksheet #2 – Aligning Your Vision with Promotion Criteria

1. Review your institution's promotion criteria for your track.
2. Select your major area of focus from the promotion criteria:
 - a. Scholarship (Research)
 - b. Teaching/Education
 - c. Service/Program Development
3. For the major area from #2, list three components from your institution's promotion criteria (e.g. publications, grants, national committees, teaching awards, curriculum development, program leadership, etc.) and describe your current activities as well as your planned activities in the next 3-5 years.

| | Promotion Component | Current Activities | Planned Activities |
|---|---------------------|--------------------|--------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

Worksheet #3 – “Tell Me About Your Goals”

List the following:

1. # of years that the question asker asked _____
2. Important issue from worksheet #1 _____
3. Your scholarship focus _____
4. Your major promotion focus from worksheet #2 _____
5. Your three promotion components/activities from worksheet #2
 - a. _____
 - b. _____
 - c. _____

Your vision and goals (aim for 60-90 seconds)

My vision for the next ____ (#1) years really ties back to _____ (#2). To help make a difference for _____ (#2), I see myself pursuing research in _____ (#3). I also anticipate taking the next phase of my career to expand my efforts in _____ (#4). In talking with my mentors, I recognize that the most important things to accomplish will be to _____, _____, and _____ (#5). I know that national recognition is important also, so as a next step, I would see myself serving on national committees and working to give a series of invited talks though I'll work with my mentors on timing of these to ensure that my productivity is sufficient.

Activity #2: The Art of Asking

Worksheet #1: Project Definition

| | |
|--|--|
| Task | |
| Project description Briefly describe the challenge/issue and the goal of the project | |
| Background Synthesize current literatures/information of the subject. What are the gap/knowledge need/operations that this project will address? Who are the key players? Stakeholders? | |
| Specific Aims What are you trying to do? What would success look like? | |
| Significance Why is this project important? | |
| Methods How are you going to do it? | |
| Measureable Outcomes Are there measureable outcomes that should be established up front and followed? | |

What is your ask? _____

Adapted from materials from William Cooper, MD, MPH, Vanderbilt University Department of Pediatrics and from the Academic Pediatric Association's 2015 Leadership Conference.

Worksheet 2: Elevator Speech (with Ask) Worksheet

Using this form, write your Elevator Speech/Executive Summary. You will have 90-120 seconds to present your project. Include the following:

1. Position
2. Summary of project/challenge
3. Outcome of the project/what would success look like
4. Areas impacted/scope
5. Timeline and strategy
6. Outcome measure
7. Strategies to overcome barriers (e.g., training needs, promoting buy-in)
8. ASK, i.e. what is it that you need from your chief/chair/CEO

Retry after feedback:

Adapted from materials from William Cooper, MD, MPH, Vanderbilt University Department of Pediatrics and from the Academic Pediatric Association's 2015 Leadership Conference.

IX. Table Summarizing Clinical Promotion Series

| Summary of Clinical Promotional Series | | | | | | | |
|--|---|--|---|---|------------------------------------|-----------------------|--|
| Series | Title | Areas | Evaluated on Research | Evaluated on Teaching | Evaluated on Service | Evaluated on Clinical | OTHER REQUIREMENTS |
| Clinical Scholar | (Associate) Professor of [Dept] (Clinical Scholar) | 1) Excellence in Research, 3) Excellence in Teaching/Educ/Mentoring 3) Strength in Service | Yes | Yes | Yes | No | Evaluated by UCAPT and Provost, Ten reference letters, 5-6 from arm's length referees |
| Clinical | (Assistant) (Associate) Professor of Clinical [Dept] | Excellence usually in one area (usually research or teaching), strength in remaining two areas | Yes | Yes | Yes | No | 5 reference letters (proportions of different types depend on area of excellence) |
| Educational Scholar | (Associate) Professor of Clinical [Dept] (Educational Scholar) | Excellence usually in Educational Scholarship, strength in remaining two areas | Yes Research in area of Educational Scholarship | Yes | Yes | No | 5 reference letters (see checklist for proportions of different types). Includes evaluations by referees with expertise in education |
| Clinician-Educator | Clinical (Assistant) (Associate) Professor of [Dept] (Clinician-Educator) | Teaching, Education and Mentoring, Clinical Practice | Only as appropriate for minimal part of profile, clinical trial enrollment or trainee supervision in research | Yes | Yes, if service is part of profile | Yes | Includes evaluations by trainees and mentees, by residency or fellowship director as appropriate. Supervisors, peers and supervisees asked to submit surveys on evaluation of clinical skill |
| Practitioner | Clinical (Assistant) (Associate) Professor of [Dept] (Practitioner) | Primarily Clinical Practice | Only as appropriate for minimal part of profile, clinical trial enrollment or trainee supervision in research | Only as appropriate if minimal part of profile, mentoring/training of colleagues or community physicians documented | Yes, if service is part of profile | Yes | Supervisors, peers and supervisees asked to submit surveys on evaluation of clinical skill |