



## Peak Performance Practices of Highly Effective and Engaged Faculty

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**Pretest:** What do the best of the best do: (don't cheat and read page 2 until you finish pre-test)

Teaching:

Researching;

Serving:

My biggest challenge to becoming a peak performing professor is:

### Practices of Peak Performers

Peak performers are effective and engaged through high productivity and high satisfaction. They have a collection of practices:

1. Power: practices to motivate and energize;
2. Align: practices to allocate the resources of attention, time, money, and space to high success activities;
3. Connect: practices to begin and build relationships of mutual benefit.
4. Broaden: practices to build resilience for the long haul

## Practices of Peak Performing Professors

1. Faculty who teach well are known for their caring, concepts, and conversation. (Walvoord, 2008; Bain, 2008).
2. Faculty who write and research well develop work habits that support regular, prolific, and creative productivity. (Boice, 2000; Gray, 2005)
3. Faculty who serve well use social intelligence and discernment to offer service where they are most needed. (Goleman, 2007; Boyatzis et al, 2008)
4. Faculty who live well have a deep sense of meaning and purpose, match their resources to their priorities, stay engaged with their institution, and enjoy the process. (Peterson, 2006; Ben-Shahar, 2008)

## Power your motivation and energy by anchoring to Meaning and Purpose

Focus 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?

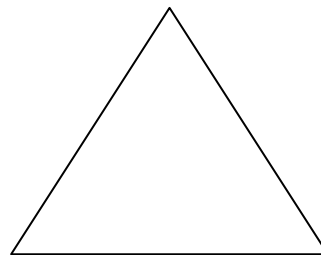
**Purpose statement:**

**Mission statement(s)**

Verbs: \_\_\_\_\_

People: \_\_\_\_\_

Values: \_\_\_\_\_



I \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ for/with/to \_\_\_\_\_, \_\_\_\_\_  
who want \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

### **Vision statements**

### **Goals**

Tip: 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

## **Align projects with your purpose and go from vision to action.**

How to prioritize your tasks and goals:

1. Does it fit my Pyramid of Power?
2. What resources do you need?
3. What is the opportunity cost in time, money, energy, and attention of this opportunity and the other opportunities I won't do if I do this?
4. What kind of commitment: time energy, staff, etc. is needed?
5. Timing: Is this the right time for this project given other professional and person projects I am also committed to?
6. How do I get the time to do this project: get rid of current tasks or say "No" to other new opportunities?

## **Account for the results of that allocation.**

- Self
  - Tracking
  - Powerful to-do lists: VAST
  - Focused 15
- Others: The positive role of mild social embarrassment or the avoidance of it.
  - Coach/ mentor
  - Buddy
  - Mastermind group

## **Plan backward and estimate time-to-completion more accurately.**

<b>Goal</b>	<b>¼</b>	<b>½</b>	<b>¾</b>	<b>Final</b>
<b>Goal 1</b>				

Use tracking sheets to keep track of all your projects and goals.

<b>Tracking Systems</b>					
<b>Project/Time</b>	<b>May 25</b>	<b>June 7</b>	<b>June 14</b>	<b>June 21</b>	<b>June 28</b>
Project 1					
Project 2					
Project 3					
Project 4					

**Use powerful to-do lists: VAST ( Daily To-do Lists (9-12))**

- What are the three tasks related to my purpose/vision that if I get them done, my day will be a great day and my long-term and short-terms goals will be advanced? (Vision)
- What are the three things that if I don't do them, the day will go sour and my long-term and short-term goals will be retarded and I will fail to avert disaster? (Avert)
- What are 3 things that will feed/nurture me personally and professionally? (Self)
- What are 3 things from tomorrow's list that I can get to if there is time? (Tomorrow)

## Use the focused 15 -Time against task

Use this skill to develop work habits that lead to flow, engagement, and fun. Almost all projects and goals can be broken down to 15 (30) minute segments that can be distributed throughout the day when you are not in classes or meetings. When you complete a task or two, follow by some natural reinforcement such as lunch or exercise or time with your kids.

## Categories of a professor's time

## Connect to students, colleagues, and intimates in mutually supportive ways

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

<p>Key social intelligence skills for Peak Performing Professors: Listen, Network, Request, Delegate, Negotiate, Mange conflict.</p>
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## Networking

Meeting and greeting: how to have “big talk” instead of small talk.

Topics you can ask fellow faculty at the next event.

What lead you to this campus?

What s the best part of your job?

What is the worst part of your job?

What are you working on that you are excited about?

(Continued on page 6)

(Tear off)

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Workshop follow-up to The Teaching Professor conference

I am interested in:

\_\_\_ Receiving Susan's *Professor Destressor* quarterly eNewsletter.

\_\_\_ Attending Susan's online seminar on Creating Powerful Dreams.

\_\_\_ 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 ½ hour complementary coaching session. My biggest challenge is

\_\_\_\_\_.

# Build and broaden resilience and happiness while you do these things.

Resilience

Happiness

## Self-care daily three

- Exercise for 20 – 30 minutes
- Strive for 9
  - Sleep
  - Fruits/ veggies in 4 meals
- Hit the brain-pause button every 90 minutes:

## References

Available by request or online at the Teaching Professor conference website.

(Tear off)

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Contact info (please print legibly):

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Email \_\_\_\_\_

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