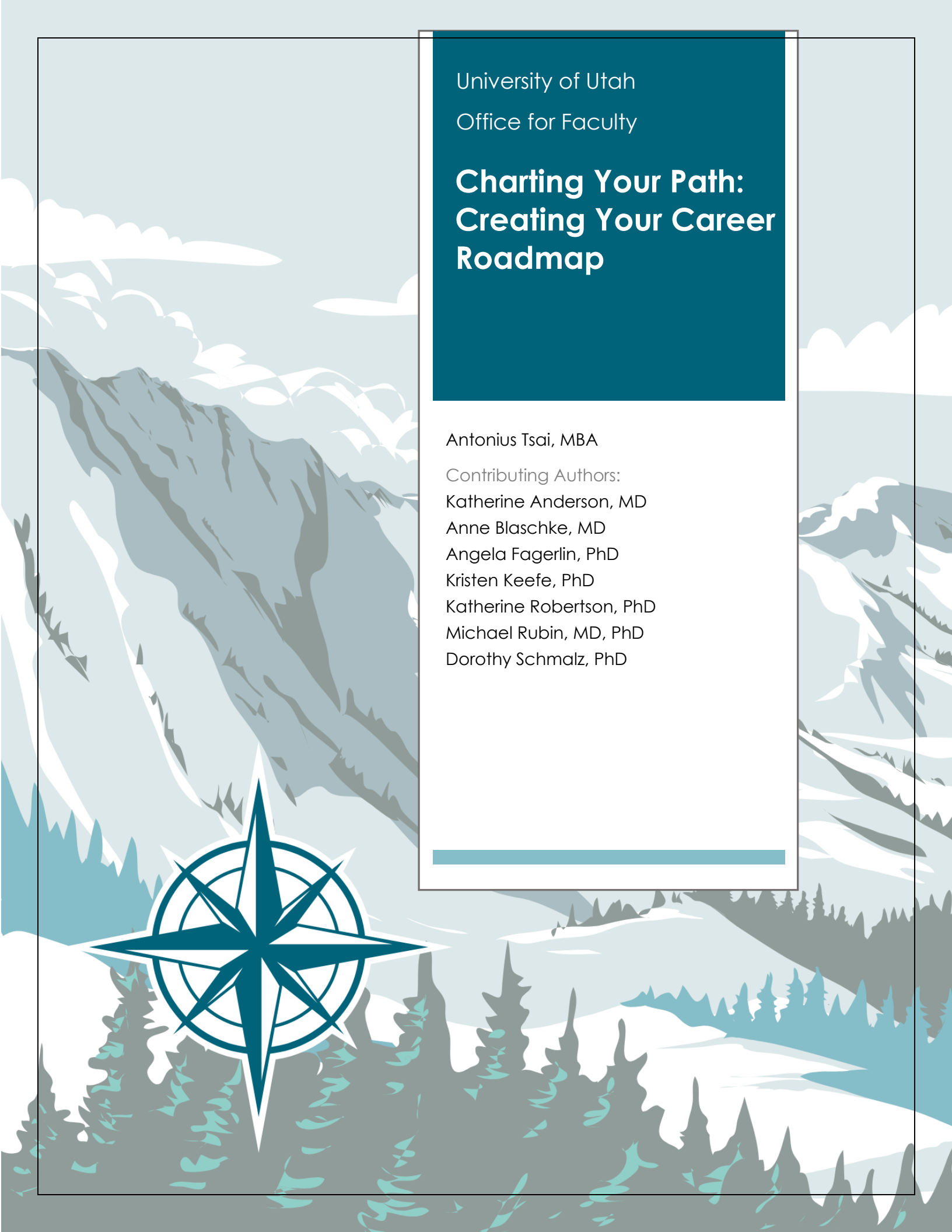
University of Utah

Office for Faculty

Charting Your Path: Creating Your Career Roadmap

Antonius Tsai, MBA

Contributing Authors:
Katherine Anderson, MD
Anne Blaschke, MD
Angela Fagerlin, PhD
Kristen Keefe, PhD
Katherine Robertson, PhD
Michael Rubin, MD, PhD
Dorothy Schmalz, PhD



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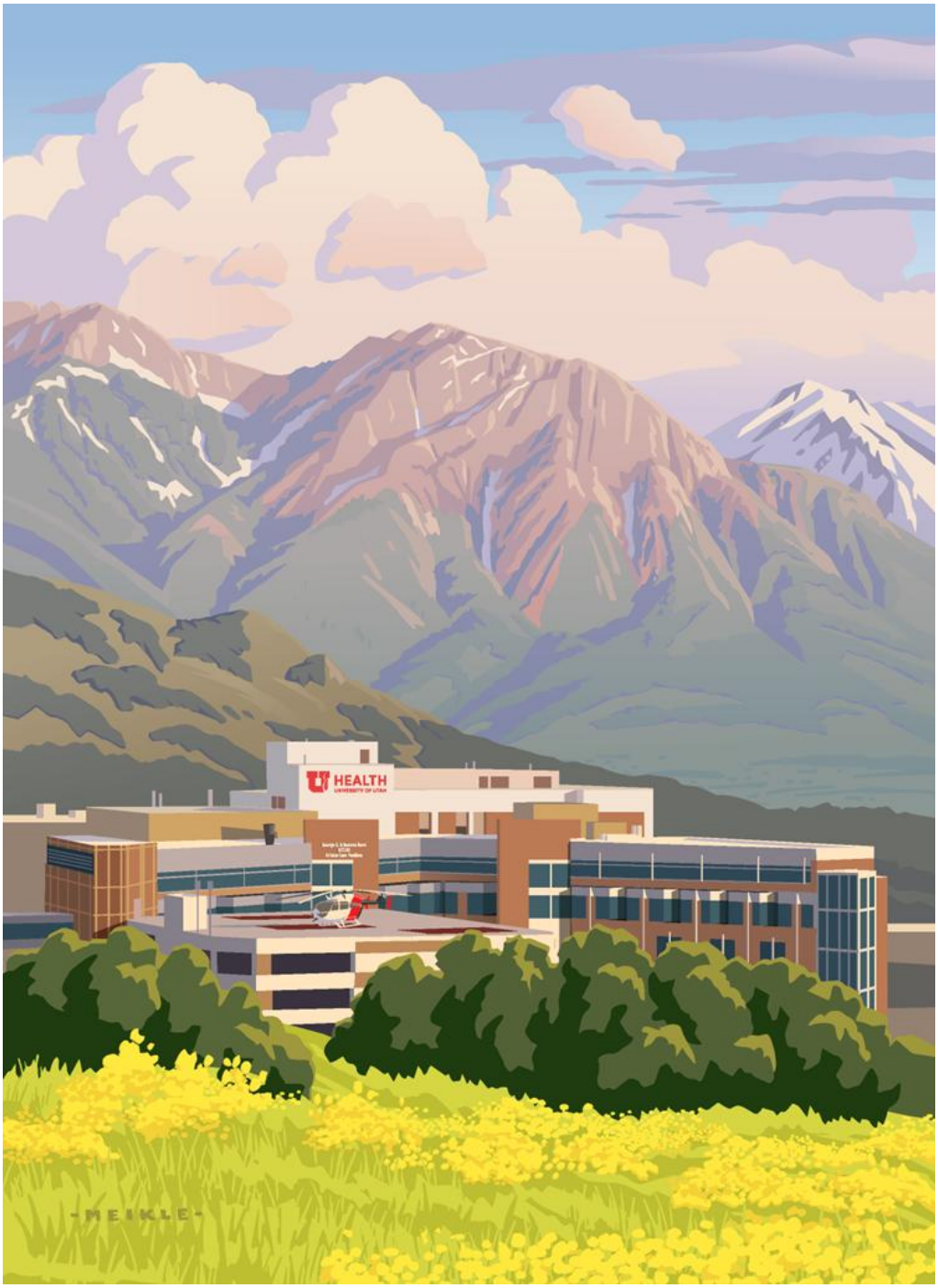


Introduction: Being Smart and Working Hard is Not Enough

By Antonius (Tony) Tsai, MBA
Director of Career & Leadership Development
University of Utah Health

I work in an academic system with people who have gotten to where they are because they are smart and hard-working. However, what most don't realize is that their future success goes beyond these two things.

Each year, a few hundred smart and hard-working professional and graduate students arrive for their first year of post-college training. They study and study because that's what has gotten them to where they are. They willingly study for thousands of hours and don't object to that. When I encourage them to take one hour to think about their strengths, many are skeptical. When the faculty encourages them to take a few hours to build their professional network, they do this reluctantly.

Career Skills vs. Technical Skills

I bring up the example of students because in academics, we learned early on that having knowledge and getting high grades were good things. Carrying this thinking to our current work, the process of acquiring and applying expertise may still seem to be the main work while everything else is secondary. Instead of studying for a test, we think now about writing a grant, teaching a class, engaging in scholarship or creative activity, or doing clinical work. Other things that do not require our technical and disciplinary expertise may be considered secondary. As a result of this thinking, many professionals stymie their career advancement.

How do you advance in your career? Much of the research suggests that one's interpersonal skills and professional network may matter more than one's technical acumen. If you are asked to take on many projects, how do you choose among many enticing options? If you have a low-performing member on a team, how will you deal with the situation? If you have family obligations, how will you handle the competing priorities of career and family? These are examples of issues that you will deal with that were not part of your technical or academic training. How you deal with these career issues will have a great influence on your success. This guide is dedicated to helping develop your career skills.

How To Use This Guide

It is simply not enough to work hard and just do what you're told. To advance in your career, you also have the responsibility to actively *manage* your career. This guide provides a big-picture perspective on managing your academic career.

If you read this guide from beginning to end, it will take you only a few hours. Remember, managing your career is also your work, and taking a few hours to read this document is more efficient than learning career lessons the hard way.

There are also many opportunities for reflection in each section. After reading the document, we recommend writing down some reflections and intentions for Parts 3, 4, 5, and 6.

This is the University of Utah, and we enjoy our natural outdoor surroundings. The guide uses the analogy of an outdoor journey because there are many parallels. We hope that the analogy provides a novel and engaging way for you to plan your exciting career!

Part 1: Creating and Planning Your Academic Career

Welcome to your academic career! We are thrilled that you have chosen the University of Utah to start your career! For a long time, you have been a student in a classroom learning from faculty. You pictured yourself being a faculty member one day, engaging in scholarly activities and working within a thoughtful and intelligent community. So, you embarked on a path of developing expertise, becoming proficient in scholarly methods, and participating in the definitional academic activities of teaching, research/creative activities, and writing.

Now you are at the beginning of your career as a scholar. You likely wonder what this journey will look like and how you will be successful in this endeavor. A scholarly career can indeed be very meaningful and rewarding. Through your work, you contribute to the advancement of knowledge and understanding within both your chosen field and society. In the process, you develop deep expertise and earn the opportunity to apply your expertise to further the understanding of your field and influence others through your teaching, mentoring, and writing.

Developing Expertise and Maximizing Productivity

Each career field has its own set of definitions of success. If you were a salesperson, it would be the amount of revenue and sales you secure. If you were a trial lawyer, it would be your knowledge of the law and the results you achieve in court. In academia, knowledge and expertise are valued. As a practical output, the academic enterprise values scholarly productivity in conducting research, producing creative works, publishing academic articles, teaching, and in certain cases, securing research funding and/or providing clinical care.

You will be expected to develop excellence in a professional area or field, and that excellence will be measured in your scholarly or creative productivity. For example, if you were to develop excellence in education, it would not be enough merely to teach or even to get good teaching evaluations; you must contribute to the scholarship of education and teaching of your field. If you want to develop excellence in research, it is not enough to know how to conduct research; you must also be able to distribute your research in peer-reviewed venues and, for many, secure sufficient research funding. If you're a clinician, you need to provide excellent healthcare while also advancing clinical practice in ways that are external to the university and/or contributing to the research and education mission. When you are starting your academic career, your initial goal is to develop excellence in the form of expertise and scholarly/creative productivity.

The Structure of Academic Roles

At the University of Utah, faculty serve in one of four tracks each with defined professional expectations necessary to achieve excellence and advancement.

- **Tenure Track** (Depending on which college you are in there is expectation of excellence in Research, Education/Teaching, and/or Service—or excellence in two areas. *Make sure you talk to your department chair and/or your vice/associate dean for faculty to understand the tenure requirements you will need to meet)*
- **Research Track** (Research Excellence)
- **Clinical Track** (Clinical Excellence)
- **Education/Lecturer Track** (Education/Teaching Excellence)

Of these tracks, only the tenure track grants tenure status to faculty. At the University of Utah, the research, clinical, and education/lecturer tracks are non-tenure-granting and are collectively referred to as "Career-Line" tracks. Although Career-line appointments are not eligible for tenure, people in these positions are eligible for promotion as recognition of proficiency and excellence in their careers.

Within each track there are four consistent academic ranks that indicate the degree of academic achievement and excellence attained for that track:

- **Instructor**
- **Assistant Professor**
- **Associate Professor**
- **Professor**

For each rank, the criteria for promotion will differ by track, department, school/college, and professional discipline. Therefore, it is critical for faculty members to know and understand the criteria for promotion for their circumstance (i.e. rank, track, department, institution, and professional discipline).

Balancing Your Responsibilities

As you start your career, you will need to balance working towards your own achievement of excellence in your professional area or field with contributing to your department and professional community. For example, you may be asked to provide service to your department or to your professional societies through committee work. Even if you are not expected to attain excellence in education (e.g., research track), you may be required to teach certain courses or mentor graduate students or trainees. Similarly, even if you are not expected to attain excellence in research, you may be asked to participate in the scholarly activities of others. All these things are required to some degree, and to become a good member of the community, you should engage in those activities. However, you must balance service and required activities with the activities necessary to advance your career given your rank, track, department, school, and professional discipline.

It may be that your department/school will have many demands that do not serve your career interests or needs. Those demands may not have visibility over the activities that will benefit your career advancement but are still required for the operations of the unit. You must be willing to take responsibility for activities that advance your career while balancing those with the demands needed for the operations of the units in which you work. Although this tension exists within all jobs, managing this tension is especially important in an academic career.

Think of Yourself as an Entrepreneur

In most jobs, a person has a boss. This boss manages the person's professional agenda and assigns tasks. In an academic role, you will also have people who will supervise you (e.g., your division chief/area head and/or department chair/school director). However, in academia, you should not primarily rely on others to manage your career. Much of this is your responsibility. There are many opportunities for success in an academic setting, and your own success will depend very much on your ability to manage yourself and take the initiative to capitalize on opportunities.

For example, don't wait for others to tell you to apply for grants. Take the initiative to find grants that are in your area. Don't wait for others to propose research projects to you or to write these projects up as scholarly articles. Take the initiative to plan projects and write scholarly publications. **To be successful in an academic career, you will need to require things of yourself that others may not.**

Think of yourself as an entrepreneur. You get to set your agenda and do what you need to do to achieve your goals. If you want to be a successful researcher, develop your research topic, determine the best funder for your work or the data/archives you need to access, and then get to work on writing your grant or planning your data collection! Once you have secured funds and/or collected your materials, you can conduct your research, which may including building your team. You manage your productivity and build your reputation. It is much like building your own business.

All this emphasis on initiative requires a high degree of self-management. That's the reason for this guide. We wanted to develop this guide and this framework to help you achieve your goals and your mission, and to help you develop the career that you have imagined. To build your career and to achieve your goals, you need to be deliberate and thoughtful. We have developed this guide to help you think through each stage of your career and what you need to do to keep propelling yourself forward. We are excited to see what you achieve!

Part 2: Navigating the Academic Career

In successfully conducting your academic career, you will develop a degree of professional excellence and expertise. Through this excellence and expertise, you will become established in your department, organization, and professional community. All along the way, there will be many choices. In the beginning, they may be around which professional niche (e.g. area of expertise) to invest in. In the middle, they may be around which opportunities to say "yes" to and which to decline. In the end, they may be around how to translate your work and influence towards legacy and impact.

Making choices is an indispensable aspect of the academic career. There may be people who do things that are similar to what you do, but nobody's career will be exactly like yours. You may initially be on a path similar to your mentor's, but you will eventually need to differentiate yourself; which is natural. Your strengths and skills will take you on a unique path that will set you apart. **Compared to other careers you will have more creative freedom in academics, but also more individual responsibility.**

> The academic career, in its current state, emphasizes individual accountability and achievement. There is a movement to make the criteria for success more balanced toward communal aims, but be aware that the main criteria still lean towards individual performance.

The reason this guide is called the **Creative Career Roadmap** is to acknowledge the creative possibilities in making your academic career. We hope that this guide will serve you in creating the most meaningful and impactful career that you can imagine.

An academic career is not linear, like a train with pre-determined stops, but instead has many opportunities to go in different directions. We chose an analogy that conveys your freedom and possibilities (i.e. being outdoors). There is a path in front of you, but your ultimate destination is for you to forge. We call this process of managing your career, **Charting Your Path**.

We will be using the analogy of navigating through outdoor terrains and vistas (**Charting Your Path**), and this framework, which we will call the **Creative Career Roadmap**, will be your guide.



Choosing and Following a Path

In the beginning, as you chart your path, you begin with others who have similarities to you. There is a common path ahead of you that other early-career faculty will also traverse. This path has been identified and marked by your mentors and other professional colleagues. An example of this wider path is the "track" (i.e., tenure-line, career-line) that you are on. There are guidelines and rules about how to progress on each track.

Before long, however, you will begin to encounter forks in the road; there's a path ahead that points you to one kind of destination and another that points to a different destination. Often, these choices of direction entail different levels of risk and reward. As you make choices, you are creating the path of your career.

As you make choices further and further down the path, there will inevitably be fewer people on your path. You are becoming more specialized and expert. There may even come a time when the established paths come to an end and then you will need to blaze your own new trail. Hopefully, this guide can help you do that as well.



Consulting Your Career Compass

Let's say you were walking in the woods and lost your trail. Which way should you go? This is when you would need to consult your compass to head towards the general direction of your goal. Likewise, you will encounter times in your career where there will be difficult choices or a lack of clear answers about what you should do. You may long for an example to follow; someone whose career follows the path that you think you would like, or dreamt. But as a unique person, your career is your own, so you will need to consult your inner career compass about how to proceed.

For example, let's say that you receive an opportunity to take on an administrative role. This administrative pivot would entail reducing your research effort. Should you take this position? There's no right answer to this question without considering your career purpose and vision and the criteria for advancement on your path in your department or college. Perhaps you feel that you have contributed enough to your field through investigation, and now is the right time to help others and develop your leadership. Perhaps you feel that there is still work in research that you would like to accomplish, and now is not the time to dilute this focus through more administrative responsibility. There's no objective right answer. It ultimately comes down to knowledge of yourself, your purpose, your goals, and the criteria for advancement towards your goals.

In the next section (Part 3), we will address your inner career compass. This compass functions best when you have clarity over your mission (purpose), values, and vision. When you have clarity on these three things, your compass will point toward the direction that you should go.

Your Creative Career Roadmap

Knowing your direction is important in navigation, but knowing where you are is also important. When navigating outdoors, you would have a compass and a map. With a map, you can determine where you are and how to get to your next milestone or checkpoint.

In Parts 4, 5, and 6, we will provide a journey map. Highlighted on this map are:

- The **four kinds of terrain** you will be navigating: choices & values, community & mentoring, development & advancement, and impact & productivity (Part 4)
- The **three stages** of your career journey: early, mid, and late career (Part 5)
- The three elements of your **plan**: goals, milestones, and metrics (Part 6)

In Part 7, we address the times in your journey when it may be the hardest emotionally:

- How to begin
- How to deal with setbacks
- When it might be time to re-assess your direction.

After completing Parts 3 to 7, you will have a plan for the next stage of the journey. Please take the time to invest in your career and chart a meaningful path for yourself. We wish you success and fulfillment on your journey!

The Paradox of Choice

By Anne Blaschke, MD, PhD
Professor of Pediatrics and Pediatric Infectious Diseases
Spencer Fox Eccles School of Medicine, University of Utah

As you start your new role as a faculty member, you may find that much of the structure you depended on as a student, postdoc, resident, or fellow to guide your daily activities falls away. You still have many responsibilities (clinic, teaching, research, service) but there is more unstructured time in which you should be working. But what should you work on? You are encouraged to "find your passion" and steer your career in a direction of your choosing. This can be daunting - how do you know which is the right path to choose when there are many to choose from?



This is "the paradox of choice" (Barry Schwartz book "The Paradox of Choice: Why More is Less" 2004). With many choices in front of you, the difficulty of knowing what is best, increases. This can lead to 'paralysis' or the decision not to choose – either we say yes to everything or yes to nothing. We feel overworked or disappointed (or both). As Barry Schwartz says in his book: "Learning to choose is hard. Learning to choose well is harder. And learning to choose well in a world of unlimited possibilities is harder still, perhaps too hard."

But we have each already made many choices to get here – we have chosen a field of study, often a sub-field, and we have chosen the basic tenor of our job (clinical, teaching, research). So, we can make decisions. But now we must decide what to focus on within our job and what opportunities will best help us reach our goals. This is a time to decide how our path will diverge from others in our group and where we want to go.

You may find that several opportunities present themselves at once – they may all be appealing or seem important – 'can't miss opportunities'. But as a well-respected Department Chair used to say "The opportunity of a lifetime comes around every day" – while there may be some truly 'can't miss opportunities', in most cases each of these is simply a choice regarding how to move forward.

While no one can tell you exactly how to make the right choices, here we can provide some guidance and ways to approach the problem:

- Start with your values and your vision – what are they? Write them down and revisit them at least once a year. Understanding your values and your goals is a critical first step. Without knowing what you value and where you want to go with your career, it is very difficult to know what opportunities are right for you.
- Evaluate each opportunity you are considering - does the opportunity fit with your values and goals? Why or why not? Include both career and family values and goals in your evaluation.
- Think also about what you are skilled at and trained for – what opportunities fit with your skills? If an opportunity you are excited about does not fit your skills, are you willing and able to get additional training?
- Once you have an opportunity in mind that you would like to pursue, talk to someone who has done something like it before. What was great? What are the hard or annoying parts? Are you willing to put up with those?
- Imagine how your day would look if you took this opportunity. Does it make you happy to imagine spending your time this way?

There will often be many good choices – if there weren't, it wouldn't be this hard. But remember, while you can't do everything at once – saying yes to one thing always means saying no to another (either in work or personal life). And saying no now doesn't mean never - you will have a long career, and a wealth of opportunities in the future!

Part 3: Building Your Career Compass

The path of your career will be long and will come with many ups and downs and decisions that you must make. This path is not linear and will not always be well-marked. There will be many instances where you may feel yourself lost, or you come upon divergent choices. How might you navigate these situations?

When navigating outdoors in natural environments, one tool you may use is a compass. The compass gives an indication of the direction that you are heading. It gives you feedback on whether your current course is aligned with the course that you had set for yourself and whether you may need to adjust your current course. If you are lost, you can consult the compass and proceed in the general direction of your destination until you reach a point where you can re-orient yourself.



In charting your career path, you will need to develop a career compass. This compass isn't a physical compass, but an inner compass that will point you to the right way. When you are feeling lost or making choices, consult your career compass to find the right direction again. This inner compass consists of three elements:

- **Mission.** The most fundamental element of your compass is your mission. The mission answers the question: What purpose do my activities serve? If your mission is in research, then much of your effort should be in research. If your mission is in education, your effort should be prioritized accordingly. Activities that fall outside of your mission and do not address organizational criteria for career advancement should be minimized.
- **Values.** Within your mission, you have personal values that govern your behavior and define the way toward excellence. For example, you may have strong values towards teamwork; consequently, if you are involved in education, your path towards excellence and success may involve developing and implementing novel pedagogies around group learning.
- **Vision.** The vision is your definition of success in the future. It is where you are trying to reach; that is, your true north. Usually, it is a specific goal (SMART format) between five and ten years in the future. You can ask yourself, "Is what I'm doing now bringing me closer to my vision?"

These three elements combined make up your career compass. In the remaining parts of this section, we will begin to create and clarify each element.

Mission

Your mission serves to define the scope and aims of your activities. For example, an airline company would have a mission in the transportation field. An accountant would have a mission in the financial services field. An organization's or a person's mission defines the area in society that their activity is contributing towards.

In many universities and in academic healthcare, there is a three-part mission towards education, research, and healthcare delivery. Each faculty member's career is oriented towards one or more of these missions. Given that a faculty member may be involved in two or even three mission areas, they should be mindful to establish excellence in their primary mission area(s) in relation to the criteria for their career advancement.

To promote focus on the development of excellence, a faculty member should develop a mission statement that serves to define the primary mission area(s) on which they are focused. The statement would also include which stakeholders would primarily benefit from the mission, as well as the method or approach to create the desired benefits or results.

"What is my desired impact and contribution through my career in academia?" Please write your mission statement in the space below.

MISSION STATEMENT

For more on how to create a mission statement, please see the "Mission Builder" resource in the appendix.

Once created, the faculty member should consult their mission statement to make choices about activities to focus their efforts on the path that leads to their vision. Activities and opportunities that fall outside the mission should be minimized. Importantly, over time, one's mission statement might evolve. This often happens if someone transitions from a research, education, or clinical mission focus to an administrative focus. In the early part of one's academic career, the mission should stay within one of the main three areas, although for tenure-line faculty, achieving excellence in two or all areas may be required. Then, with deliberation, it could be intentionally changed over the course of the career, depending on the vision of the faculty member and the criteria of the department/college.

Values

Within a given field, there are likely many people with similar missions. At the same time, faculty are expected to develop individual excellence in their field. This excellence often takes the form of academic productivity, mission impact, and/or professional recognition within a relevant field. Although the criteria for excellence are often set externally by others, the way that one achieves excellence is through one's inner values.

If you examine the set of activities in which you are currently engaged, you will notice that you enjoy certain aspects more than others. For example, some people enjoy individual intellectual work, whereas other people enjoy group work or "team science". Look for patterns in the type of work where you had the most productivity and success, felt the most engaged, and received the strongest recognition. Also consider: In what ways do you have an excellent reputation?

What you may notice is that the areas where you have the strongest reputation, are also the areas where you have the highest standards. You have these high standards because of your values. For example, you may have a reputation for great mentorship; this reputation likely comes from the fact that you value the development of others. You act according to your high standards of developing others, and these high standards create your excellence (and your reputation).

Among a group of faculty with similar missions, the path to excellence is through values (and their resulting high standards). Think about the values that you have already demonstrated in the past. Think about your current reputation. Please note your observations in the space below. Also, in the space below, write a statement of your values to answer the following prompt: **What values do I want to stand for in my work?**

VALUES

For more on identifying values, please see the "Life Wheel" and "Core Values" resources in the appendix.

Vision

Your mission and your values should serve to generate your overall vision; that is, your true north or ultimate destination, at a particular point in time. When navigating outdoors, you generally have a particular destination in mind. The paths you take (i.e., your missions) and your values (e.g., whether you want to move quickly or take lots of breaks, take the straightest path or see other scenery) determine whether and how readily you get to achieve your vision (i.e., arrive at your desired destination).

In your career, you'll likely have a few of these major destinations. Undoubtedly, as one experiences more of life and becomes aware of different destinations, where one ultimately wants to go can change. An example of an early destination could be to achieve the rank of associate professor and award of tenure. Another destination could be to become a leader in your professional organization. Of course, one's vision doesn't have to be conventionally conceived destinations, but something that you define for yourself as a successful destination.

The guidelines for defining a good destination are that:

- It's aligned with your mission
- It is an expression of your values
- It is about five to ten years in the future
- It will challenge you to grow into a better version of yourself
- It's where you REALLY want to be (not where convention says you should be)

It is your responsibility and opportunity to define a destination where you *actually* want to be rather than somewhere you think you *should* want to be. So that the goal is as compelling as possible, picture this destination in your mind with great detail. Imagine it as a scene in the future that you can see. This is also the reason why these longer-term goals are referred to as your *vision*. In the space below, describe the vision of your future. Some useful prompts are as follows:

- What will I have accomplished?
- What impact will I have had?
- How will people feel towards me?
- How will I have grown and improved?
- What will be my life circumstances?

VISION

For more on vision, please see the "5-Year Vision" resource in the appendix.

Creating Your Compass

Once you have your mission, values, and vision identified, you have the elements of your career compass. Your **mission** points you towards your general direction. Your **values** will guide you as to how to get there. Your **vision** represents where you are going. When you feel lost or are at cross-roads, take a look again at your compass which will help show you the way. If possible, check in with it on a regular basis and keep it up-to-date.

In Part 5, we introduce the concept of the three career stages (early, mid, and late). During transitions between these major stages, you may need to rebuild your compass by creating a new vision of the future, refining your missions to lay the path to the vision, and clarifying your values.

In the next part (Part 4), we introduce the concept of the four terrains. In each stage of your career, you will need to successfully navigate these four terrains to be able to achieve your vision.



Aligning With Your Values in the Early Career

By Katherine Anderson, MD
Associate Professor of Geriatric Medicine
Spencer Fox Eccles School of Medicine, University of Utah

Becoming Your Authentic Self - Many graduate students, postdocs, and trainees find themselves feeling like a chameleon during training, catering to the preferences and beliefs of their ever-changing supervisors. Some insightfully try to learn from every supervisor/team they work with, some conform to intentionally massage the relationship, and others conform strictly out of a need for survival. As graduate students, postdocs, and trainees transition from training to becoming a faculty member, they often don't recognize the baggage they carry with them from the many experiences and people they experienced during the training years.



Critical reflection on such things is important lest one's impressions remain merely an emotional reaction. Early faculty often feel the tension between the excitement and intimidation of being in independent practice. There is a sense of accomplishment in the "arrival" and yet a pressure of growing your career, especially in academic fields.

During these early years, I encourage faculty to diligently balance the "opportunities" and pressure to be a "yes person." Take time to write things down, document how you spend your time, and protect time to focus on developing YOUR values and goals. Resist the urge to adopt other's goals for you, this is your time to focus on becoming the person and professional that you aspire to be, and this requires doing the hard personal work!

The Hard Work? Many faculty and professionals look back at their careers 3-5 years in and wonder, "How did I get here?". While some early career decisions may be out of your control as there is often a plethora of "citizen work" that is handed to the new hire, this is also in part due to accepting more of a reactionary approach to career development. I do not mean to be disparaging or mis-intentioned, but leaders in the university have many responsibilities that need to be filled, so if you do not have a clear vision for your career, then you may be the easiest recipient to pass things along to.

Ships without a captain are tossed about by the waves and will rarely make it to the destination. Each person must define their own goals and values, both professionally AND personally, and this requires intentionality. How to go about this may be varied, some embrace journaling, others prefer working with a trusted friend or coach. There are numerous ways to get started – see the exercises included in the Appendices of this guide. Regardless of what method you use,

be intentional and document it somewhere that is frequently visible to you. Life has seasons, so revisit and revise these goals and values periodically. Setting goals doesn't mean you can't change them, but it is easier to steer a moving ship.

Aligning Activities with Goals & Values - Early on you may or may not be able to step into activities that you believe will accomplish your goals. BUT, for each activity you volunteer for, or are told to do, spend time reflecting on how it will equip you to reach your future goals. There may also be some activities that put you in contact with certain people who will be in a position to advocate for you if you perform well in your work with them. At least once per year write down your activities, reflect on what you have learned, and make the connections between your activities, goals, and values. Don't hesitate to discuss your reflections with trusted colleagues who understand your values. Also, a visual representation will allow you to see what goals/values you may be neglecting and what activities may not be contributing to your desired career trajectory.

Part 4: Knowing the Terrain

The journey of your career will be long but rewarding. You want to go far, and along the way, you will be supported and challenged. To reach your destination, you will need to traverse different kinds of terrain. Sometimes it will be flat. Other times it will be hilly. Each terrain is necessary to cross on your journey and each serves a different purpose.

In the career analogy, you will be traversing four categories of terrain:

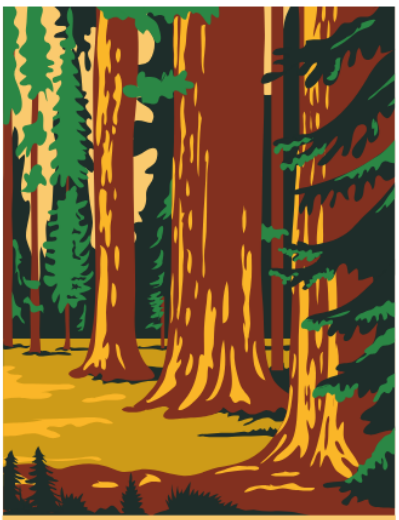


To successfully reach your destination, you must be able to navigate each of the four categories above. There will be certain categories that you may find natural and enjoyable and others that will be more difficult for you to engage in. For example, some faculty members enjoy the community and mentoring aspect of their career but find it difficult to be productive working alone on academic products. Another example is that some faculty are very good at making choices to engage in projects that have personal meaning to them, but then overlook the criteria for academic promotion necessary to achieve their vision.

There are some natural tensions among these four categories. Without awareness of all four categories, you may over-emphasize those categories that seem more natural to you while ignoring others. **Be aware that you are managing all four categories. Ignoring any of the four types will hinder your progress.**

Let's now explore each of the four categories in more detail.

Direction & Choice (Woods and Clearings)



Direction & Choice
Woods and Clearings

During your academic journey, you will be presented with many choices and options. When you initially finish your education and training, you will be relatively undifferentiated. You could develop your depth and excellence in many ways. As you make choices and become involved in different types of work or projects, you begin to become established in an area. Your choices create your career identity. Once you are established, you will be presented with more opportunities where you must choose which potential roles and projects to engage with to either deepen your current area of excellence or pivot in a new direction.

The terrains for directions and choices are symbolized by the woods and clearings. The woods represent the times when you are deep into something. When you are in the middle of the woods, navigation could be challenging because you can't see far. In these cases, you may need to "see the forest from the trees." The clearings represent more openness and times when fewer things are going on. In clearings, you can see further, and it is a good time to get your bearings and to look into the distance to set a new course.

Questions:

- Is what I'm doing or planning to do aligned with my mission, values, and vision?
- What are the choices I am being presented? How will I choose among many seemingly good options?
- How will I graciously decline opportunities?

Notes

Community and Mentoring (Camps and Bridges)



Although academic work may seem to be focused on individual effort on the surface, successful academic efforts are supported by a deep professional community. You will need the support of mentors, mentees, and collaborators. Your contributions to the field build upon the previous work done by others. Your promotion and advancement may require that you have a strong reputation with those in your professional field and organization. To successfully navigate your academic career, you will need to put in significant effort to develop your network and relationships.

The terrains for community and mentoring are symbolized by camps and bridges. Your camp represents those in your community. It's a place where you can rest and recover. It's also a place where you can share resources, develop collaborations, support one another, and find enjoyment in belonging. Mentors are a core type of relationship in an academic setting. Hopefully your advisor during your education and training was a mentor, but early in your career, mentors play an especially valuable role. Different mentors may serve different roles; you may have a research mentor, a teaching mentor, a mentor you trust to help you navigate university politics, and/or a personal mentor. As your career progresses, you will have mentees, but your role as a mentor will become more prevalent. The terrain feature that represents mentorship would be the bridge, which can take you across obstacles and aid in your advancement, and later help others in theirs.

Questions:

- How will I find my community and build meaningful and productive collaborations?
- How will I manage up, down, and across within my community?
- How will I expand my network and influence?

Notes

Development and Advancement (Hills and Obstacles)



The destination of excellence and mastery results from a path of learning, growth, and self-development. This learning and development require that you go where you haven't gone before, and that may feel uncomfortable. In going beyond where you are comfortable, you develop, become more capable, and break new ground for others. In academia, breaking new ground requires dedication and focus on a topic or niche. The productive contribution from effort generally takes the form of scholarly/creative products and activities.

The terrains associated with development and advancement are symbolized by hills and obstacles. The hill represents a climb. The process of climbing requires energy and stamina. As you climb, you reach higher elevations from which you can see further. This greater range of vision represents your greater understanding, expertise, and capacity to guide and lead. The obstacles likewise take effort to navigate. In facing obstacles, you improve your ability to handle challenges and uncertainty, and at the same time, break new ground and blaze a trail for others to follow.

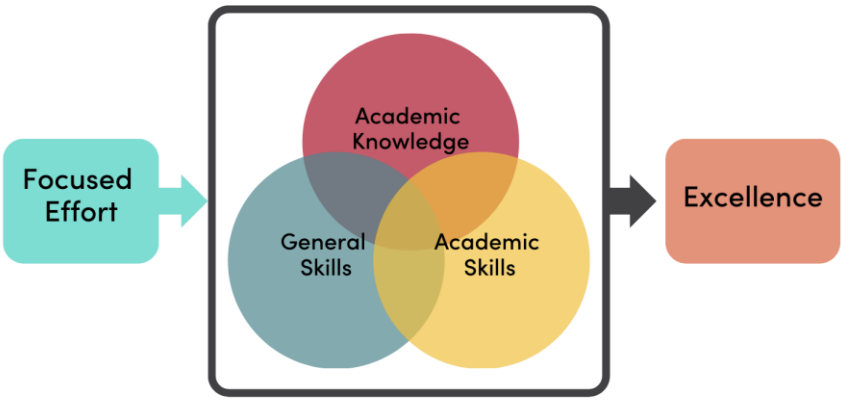
Questions:

- What is my academic niche? How will I deepen my skills and expertise?
- What are the criteria for promotion? (or advancement)
- What obstacles do I see before me, how will I handle those?

Notes

Developing Excellence and Skills (Development Cont'd)

When we mention learning and development we are referring to three categories: academic knowledge, academic skills, and general skills. To be effective, you must develop proficiency in relevant knowledge and skills in all three categories.



Academic Knowledge	Academic Skills	General Skills
Deep expertise in your professional domain. This expertise does not relate to broad proficiency, but an elite-level of knowledge in a specific niche from which you can produce scholarship or otherwise demonstrate expertise.	Skills applicable in the academic setting to effectively engage in academic and scholarly activities.	Skills applicable in the general professional setting to effectively carry out professional duties and responsibilities.
Examples are specific to the professional niche that you have identified as your focus.	Examples include: literature review, qualitative/quantitative data analysis, academic writing, study design, grant-writing, presentations, teaching, mentoring, running a lab, managing a training program, program development, quality improvement, etc.	Examples include: clinical skills, laboratory skills, professional ethics, leadership, communication, career management, work-life balance, time management, networking, project management, budgeting, planning, resilience, etc.
What knowledge do you plan to acquire?	**What academic skills do you plan to acquire?**	**What general skills do you plan to acquire?**

Productivity & Impact (Roads and Rivers)



An important aspect of your academic journey will be the impact of your work. How have you advanced your field? Whose thinking have you influenced? What positive societal outcomes have you contributed towards? How have you supported the lives and careers of your professional community? As a member of the academic community, you achieve this impact through your actions and productivity. If you write many high-impact articles, you will further your impact and influence more than if you only write a few. You are accountable, in your academic career, for your productivity and impact.

The terrains associated with productivity and impact are roads and rivers. One measure of the success of your journey is the distance that you have covered. How far did you go? Did you get to see and experience many things? In this way, using roads is a way to increase the distance that you can cover. The road or the "way" represents the method you will use, which will allow you to maximize your productivity. Similarly, rivers, are a way to move fast; at the same time, rivers introduce the concept of flow, or finding an authentic and natural state where you can function at your best.

Questions:

- What is the impact I seek to have?
- What are my professional goals?
- How will I maximize my productivity?

Notes

Four Terrains Diagnostic



Direction & Choice
Woods and Clearings

- Having a personally meaningful purpose.
- Living your values in your day-to-day work.
- Applying your strengths in your professional roles.
- Saying yes to the right opportunities.



Community & Mentoring
Camps and Bridges

- Having and managing mentors.
- Developing a professional community.
- Exploring professional collaborations.
- Learning how to manage others.



Development & Advancement
Hills and Obstacles

- Developing a professional niche.
- Knowing the criteria for promotion.
- Take responsibility for your continued learning.
- Taking on greater challenges & responsibility.



Productivity & Impact
Rivers and Roads

- Setting personal and professional goals.
- Taking consistent action towards goal achievement.
- Managing your time towards meaningful productivity.
- "Leaving things better than you found it."

For each of the 16 statements below, rate yourself on a scale of 1 to 10.
(10 = completely agree / 1 = completely disagree)

Direction & Choice	
I have a clear sense of my unique purpose in life and career.	
My work energizes me. I look forward to my work every day.	
I have a clear vision of the person I want to become.	
I am working on the priorities defined in my own agenda and can say 'no' to those that aren't.	

Community & Mentoring	
I have an excellent relationship with my mentors.	
I have or belong to a highly functional and productive team.	
I have a large network of connections in my professional field and in adjacent fields.	
I do an excellent job managing and mentoring learners and subordinates.	

Development & Advancement	
I have complete competence and mastery in executing my current role.	
I have a world-class level of knowledge in my professional niche.	
I have a disciplined process for developing mastery and expertise in my role field.	
I know the criteria for promotion and advancement in my current situation.	

Productivity & Impact	
I have a clearly defined set of short-term and long-term goals.	
I do an outstanding job managing my time towards achieving my prioritized goals.	
I always deliver (or exceed) what I promise to deliver.	
I have a significant positive impact on others whom I work with. (that's recognized)	

Navigating the Four Terrains

When navigating your academic career journey, you must successfully navigate four terrains:

- Direction & Choice (Woods and Clearings)
- Community & Mentoring (Camp and Bridges)
- Development & Advancement (Hills and Obstacles)
- Productivity & Impact (Rivers and Roads)

In this section, we have described each terrain in general. In the next section, we will introduce the concept of career stages (early, mid, and late) and how the four terrains relate to each stage.

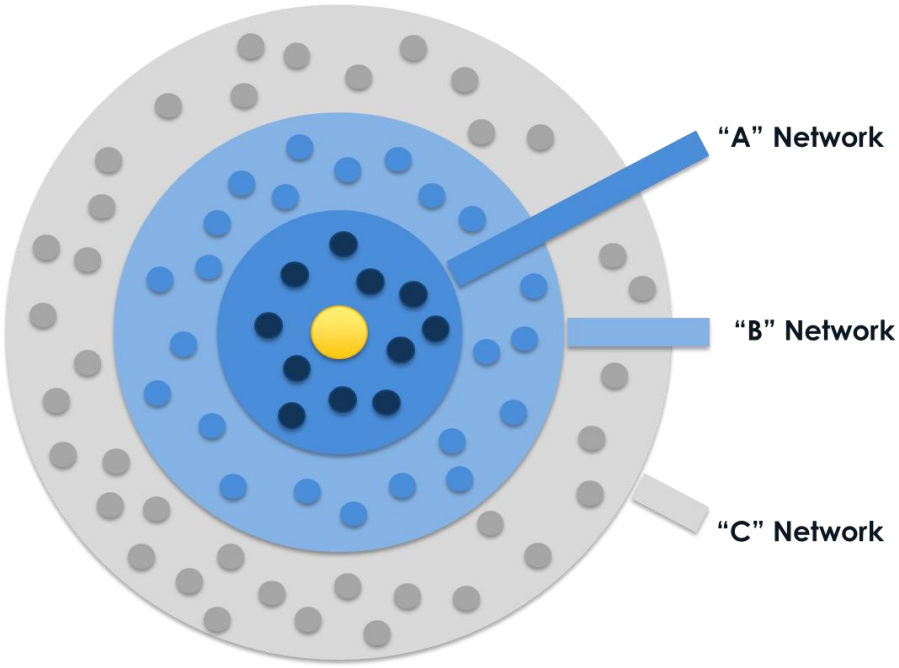


Building Your Community

By Katherine Anderson, MD
Associate Professor of Geriatric Medicine
Spencer Fox Eccles School of Medicine, University of Utah

Importance of Community: While our life experiences impact who we are and who we are becoming, none of us would be where we are, or who we are today, if it wasn't in part for the people around us. Jim Rohn, entrepreneur, author and speaker, states that "you are the average of the five people you spend the most time with." I would offer that this is true in both our personal and professional lives. It stands to reason that we should choose those people carefully, as who we spend time with ultimately influences who we are becoming, and we are ALL still becoming.

Who's Who in Your Community: Our line of work and specific job has significant power in determining who we work with in everyday life, and often that group is initially "assigned" to us when we accept the job. For example, in academic medicine, a physician works day in and day out with members of their medical, research and education teams and those colleagues who influence or overlap with their field.



We often naturally develop a closeness to a small number of folks; we will call those our inner "A" circle who know all about us and for whom there is an overlap of commonalities in both our personal and professional lives. We have strong ties with these folks, they know us deeply, they know our strengths and our shortcomings, we confide in them and often they are first to know of our successes and struggles.

A bit more removed are the "B" community folks, those with familiar yet weaker ties to us. Most people would consider themselves to have good working relationships with their "B" community folks but don't necessarily engage intentionally to build intimate working relationships with them. Most people also have a large cohort of folks whom they have more distant connections with; these may be contacts from a distant project they worked on together or they may have frequent interactions at a more superficial level, such as monthly committee meetings. Initially,

some in this cohort may not be viewed as important to one's community, but this belief is false. Because of proximity, or historical relations, these are folks in your community who you can reach out to when there is a need. They may be important in connecting you to folks you need in your "A" or "B" community OR they may need to move into your "A" or "B" community for a time.

Goodness of Fit: Think for a moment to identify the 5-7 people you spend the most time with professionally. Why do you spend time with them? How have they influenced you? Are there others who you wish you spent more time with? Conversely, is there anyone you wish you spent less time with? Why? Reflect for a moment on what knowledge, skills, behaviors, or attitudes you are learning, either consciously or unconsciously, from these close contacts. Any habits you prefer not to adopt?

Regardless of who you were initially "assigned" to work with, it is crucial to think about WHO you should strive to spend more time with. WHO should be in your community. To do that one must first consider their own values and determine their goals. Once values and goals are established, revisit the role that each person is playing in your community. How is each person contributing or detracting from your goals and values. While this approach may feel unnaturally "self-centered" to some, it may be helpful to think about how each person influences you as you strive to reach goals and remain true to your values.

Growing a Thriving Community: Now that we have established the need and organization of a professional community, how do you build it and ensure it is successful? Spend 5-10 minutes filling out who is already in your community. Don't fret too much about the details but put the specific names on paper. Consider what have you done lately to maintain connections with those community members? Grab coffee or lunch, send an email, drop a text, share a paper, etc. Do what makes sense within the societal and professional expectations of the relationship.

Next, think about who else needs to be in your community and develop a plan for reaching out. Do you need an introduction, or can you reach out? Reaching out can be hard, especially for more introverted people, so it may be helpful to set a goal of reaching out to two people by the end of the week.

Often an introductory email, clearly introducing yourself and your purpose for contacting them will lead to an initial more in-depth conversation or meeting. Ensure you prepare appropriately for that engagement, after all, you potentially want this person to be a part of your community! Consider your intentions vs others' perception, the latter you can't control. Heed the wisdom of leader and author Brian Knight, "Good intentions are an excellent start and a terrible excuse. Intentions are a private, internal choice, No one else really knows. No one else really cares. Only you know. When there is misalignment between your intentions and what people experience, the impact of your behavior says more than the quality of your intentions." (Three Minute Leadership "Good intentions Aren't Enough" 2020) Below is a list of details to consider for early encounters.

- Email/Phone call: All communication should have a professional, not necessarily formal but respectful, tone, proper grammar, and clear asks.
- Dress: Err on the side of more formal than less…remember first impressions are just that, and the impression of who you are happens long before you even have a chance to open your mouth.

- Punctual and Present: Be on time, put distractions away (email, phone, kids, pets, etc.), and end on time.
- Agenda: Outline questions for them and anticipate and prepare for questions they may ask you, know your goals and be honest about your limits.
- Follow up: At the very least send a thank you note, email, or text expressing appreciation of their time.

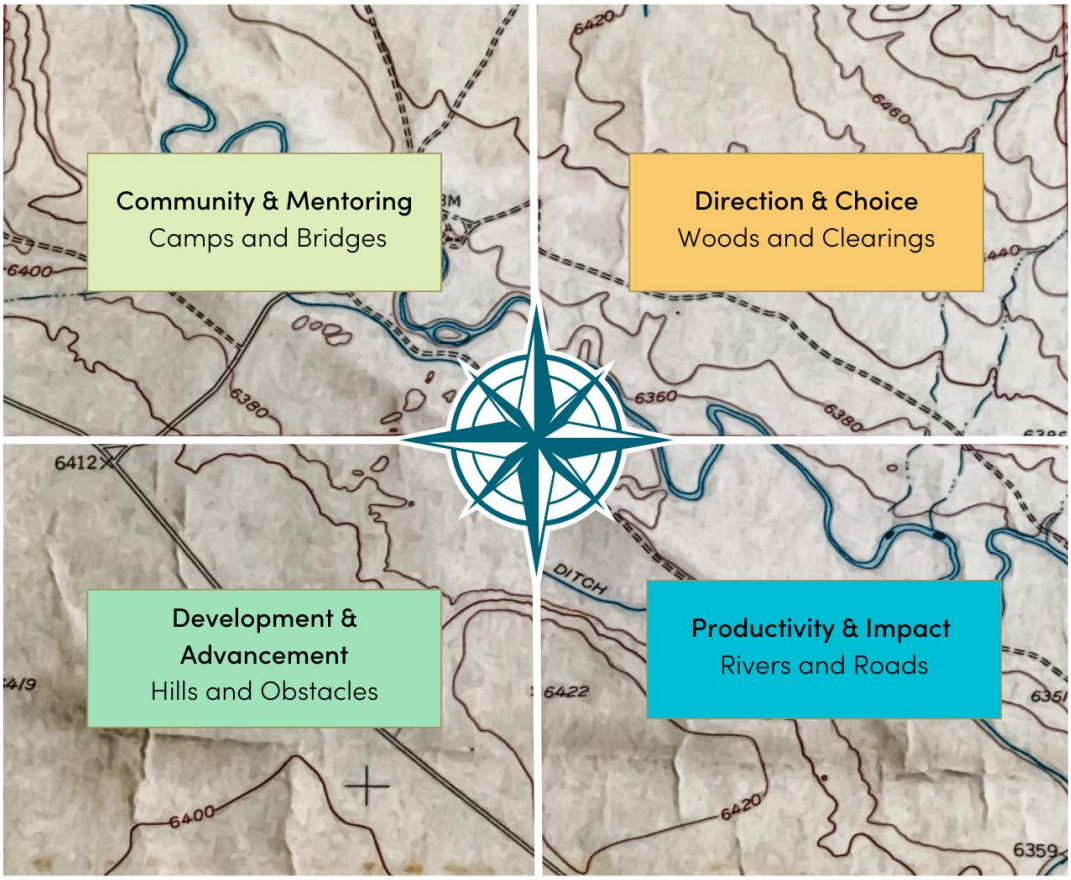
Following the engagement, it is crucial for you to protect time to reflect! Acknowledge your initial reactions and feelings. What did you learn? What questions do you still have? Is this someone you want or need in your professional community? What are the next steps? If you do in fact decide this is someone you want a more in-depth professional relationship with.

As your community grows remember to maintain connection as "out of sight" can often mean "out of mind". Ensure intermittent touch points, share successes and milestones, give credit to them and speak kindly about them in front of others, especially when speaking to members of their community.

For more on building a network, please see the "Network Inventory" resource in the appendix.

Part 5: Consulting Your Career Map

In the previous section, we introduced the four types of terrains you must successfully navigate on your career journey. In this part, we will incorporate the four terrain types into a map for your current career stage. The map will allow you to orient yourself to where you are and focus your attention on what is required to navigate the four terrains.



To begin, we will divide your journey into three major stages: early career, mid career, and late career. Each stage has a general thematic focus. (e.g., the general thematic focus of the early career is to become established) Rather than completing a map for your entire career, complete a map just for your current stage (when you are in the next stage of your career you can come back to this document and focus on the new stage—so don't throw this out!).

The map that you create will have the four terrain types represented, as depicted in the picture above. For each terrain type, you will develop a list of personalized strategies that you will employ to navigate this terrain. To help you develop your strategies, there are also prompts to prime your thinking.

The map that you create will also have the compass symbol in the middle. The compass will contain the main thematic focus for your career stage as well as relevant parts from Part 3. Indicate any significant aspects relative to your mission, values, and vision in the compass symbol of your map. The map for each stage of the career can be found after the explanation of the career stages.

Stages of the Career Journey

Although your career will hopefully span many decades and have an overarching theme, there are distinct stages of this career. When you were just starting your career, there were achievements and milestones that you had to attain to advance and progress. If you navigate your early career successfully, you will become established in your professional field, organization, and community. Once you have become established, the focus shifts from doing what's required to increasingly doing what you choose to do (while still contributing to the necessary work needed by the community in which you belong professionally). Finally, once you have made your contributions from an individual perspective, you will likely pivot your focus toward helping others and the next generation. You also begin to seriously consider your legacy and the meaning of your career.



The narrative above represents the general progression of a career, the early, the mid, and the late career. Successfully navigating one stage opens up opportunities in the next stage. Each stage has a different focus and feel from the other stages. Because of the differences, this guide will treat the three stages as distinct for purposes of creating the career map. Below, we will describe the three stages so that you can find the stage that is most relevant to you.

The Early Career. This stage starts when you first enter your academic career. For most, this occurs shortly after the completion of their professional education and training. For some, they have worked outside of academia but then chose to enter academia; for them, they are still in the early career stage regarding their academic career. During this stage, you are learning the rules of academia and following its prescribed methods. Good adherence results in advancement and promotion. Success in the early career results in you becoming established in your field and organization. For those on the tenure-line, the end of this stage is often marked by the granting of tenure or promotion to associate professor.

The Mid Career. Once you have become established in your field and organization, you are less concerned with your professional viability and have more discretion regarding your choice of professional focus. At this time, you are likely to have more options about what roles and projects you will focus on. For some, this may mean a change in career direction. As you find your independent career footing, you will gain more independence from mentoring figures. At

the same time, you will have more responsibility placed upon you as you have more capacity to support and develop others. It's a very busy time!

Success in the mid career results in you finding a meaningful career focus where you can make a deep contribution. Your knowledge, reputation, relationships, and access to resources allow you to influence things more than when you were in your early career. This is also a prime time to take on more direct responsibility and leadership roles, thereby enhancing your leadership development. The end of this stage is often marked by a significant shift away from one's individual career focus towards promoting the advancement of others.

The Late Career. We consider late career to be the last ten years of your career. When your focus shifts away from your own professional development and advancement towards developing the next generation or the good of the enterprise beyond your time. (Hint: If you are still competing with your mentee for recognition and resources, then you are still in the mid career mindset, regardless of the number of years worked.) This is still an important time to exercise your leadership and mentorship, but over time you should begin the process of letting go rather than being directly responsible for results. Delegation and enabling others will be an important part of letting go, creating one's legacy, and preparing for the future.

As you let go of more responsibility, you will gain time to pursue personally meaningful activities and projects. This is a very creative time for those who are willing to explore. This is also the time when one begins to consider retirement and life after one's academic career. The end of this stage is marked by a disengagement with professional and career responsibilities.

The Early Career: Towards Becoming Established

Academia is often referred to as the "ivory tower" to highlight the differences between it and the rest of society. While academic careers are not entirely unique and distinct from careers in other fields, academic careers do have their own set of norms and practices that early career faculty must learn and become proficient in. For example, mentoring is a much bigger part of academic careers than in careers in other fields. Promotions in academia have very specific criteria regarding productivity and excellence, whereas promotions in other fields may be more opportunistic.

In the early career, as signified by less time and experience in one's academic field, there is a focus on understanding and mastering the "rules of the game". During this process, you must understand the criteria for advancement and promotion and be productive enough to meet or exceed those criteria.

There is a significant element of self-management that you will need to improve upon from your previous career stage, most likely as a graduate student, postdoc, or trainee. This is because you will likely be exposed to many ideas and opportunities. You will need to make some difficult early choices to satisfy many external demands while maintaining enough effort to advance your own agenda.

However, even though there is a distinct individual performance aspect of the role, you must also begin to cultivate professional relationships through which learning, opportunity, and resources can flow. The most important relationships at this stage are the mentoring relationships that you will need to develop and maintain.

Early Career Thematic Focus: Becoming Established (Compass)

Successfully navigating the early career stage will result in one becoming established in one's field. Becoming established entails a certain level of scholarly productivity, being a good citizen of the university and professional community, recognition among one's peers, and the ability to secure resources/outcomes.



In the Early Career Map (Page 35), you will find the compass symbol with a north-pointing arrow. The common thematic focus for this stage is becoming established. In addition to the common focus, consider your personal focus as outlined in Part 3 relating to your mission, values, and vision. Please also write a few statements regarding your self-identified foci during this stage of the career in the compass circle on the Early Career Map.

The Four Early Career Terrains

In the sections below, we will discuss the four terrain types as well as provide some prompts for each terrain type for you to consider. As you read through each terrain type, consider the prompts, and write down some strategies you intend to employ in the Early Career Map.

Direction and Choice (Woods and Clearings)



To navigate this terrain, you must make good choices. You are responsible for defining the general direction of your career focus and excellence. You will have more intriguing options available than you could ever embark on. You will need to balance the need to explore and maintain relationships with the need to focus. You will also need to balance undertaking efforts that are required of you versus those that are more personally meaningful. Below are prompts to consider. Please indicate your reflections and strategies on the Early Career Map (Page 35).

- What are your mission, values, and vision? How do you align your choices accordingly?
- What do you want to be known for? (when people ask, "Who is the best at X, what is your X?)
- What will you say 'yes' to? What will you say 'no' to?
- What brings you joy (work-wise)? Another way to think about it is, what do you find interesting/engaging/fun to do even when it is a Saturday)
- How do you want to contribute to your field? At the end of your career, what would you like to say you have accomplished?

Community and Mentoring (Camp and Bridges)



To navigate this terrain, you must develop positive professional relationships. There is a particular emphasis during this stage on maintaining a good relationship with your mentor. You are also exploring relationships within your department and college and your professional community. Some of these relationships will yield benefits in terms of collaborations and opportunities. You are also looking for ways to become established in your professional community within and outside of your organization.

Finally, you now may be in a position where you are managing others. That is, you now may have to get work done through other people rather than being the doer of all the work, requiring you to develop the positive interpersonal relationships that allow you to manage your group successfully. Below are prompts to consider. Please indicate your reflections and strategies on the Early Career Map.

- How will you find your (matrix) mentors: Primary Academic/Scientific, Secondary (academic/scientific or clinical), Career, Near-Peer
- How will you take responsibility for being a great mentee?
- How will you find productive collaborators within the organization?
- How will you find productive collaborators, nationally or internationally?
- As you take on mentoring of trainees, what will your mentoring style be?
- Who are you in charge of and what is your management style?
- How will you create your professional network?
- How will you contribute to your community? What is your 'give and take'?

Development and Advancement (Hills and Obstacles)



To navigate this terrain, you must manage yourself. On a day-to-day basis, you will have tasks to complete (emails to answer!), but in addition to the day-to-day tasks, you must have an understanding of your larger agenda and how to make progress towards it. At this stage, working towards promotion is an important consideration. So, take time to understand the criteria for your promotion. You are still early in your career, so invest time to develop your academic knowledge, academic skills, and general skills. (Please refer to Page 23) Below are prompts to consider. Please indicate your reflections and strategies on the Early Career Map.

- What are the criteria for your academic promotion?
- Where is your CV the strongest and weakest?
- What areas do you need to develop or deepen your expertise in?
- What is your process to develop your academic expertise?
- What academic skills do you need to develop? How?
- What general skills do you need to develop? How?
- How are you challenging yourself to learn?
- How will you balance your need for career development and your day-to-day work?

Impact and Productivity (Roads and Rivers)

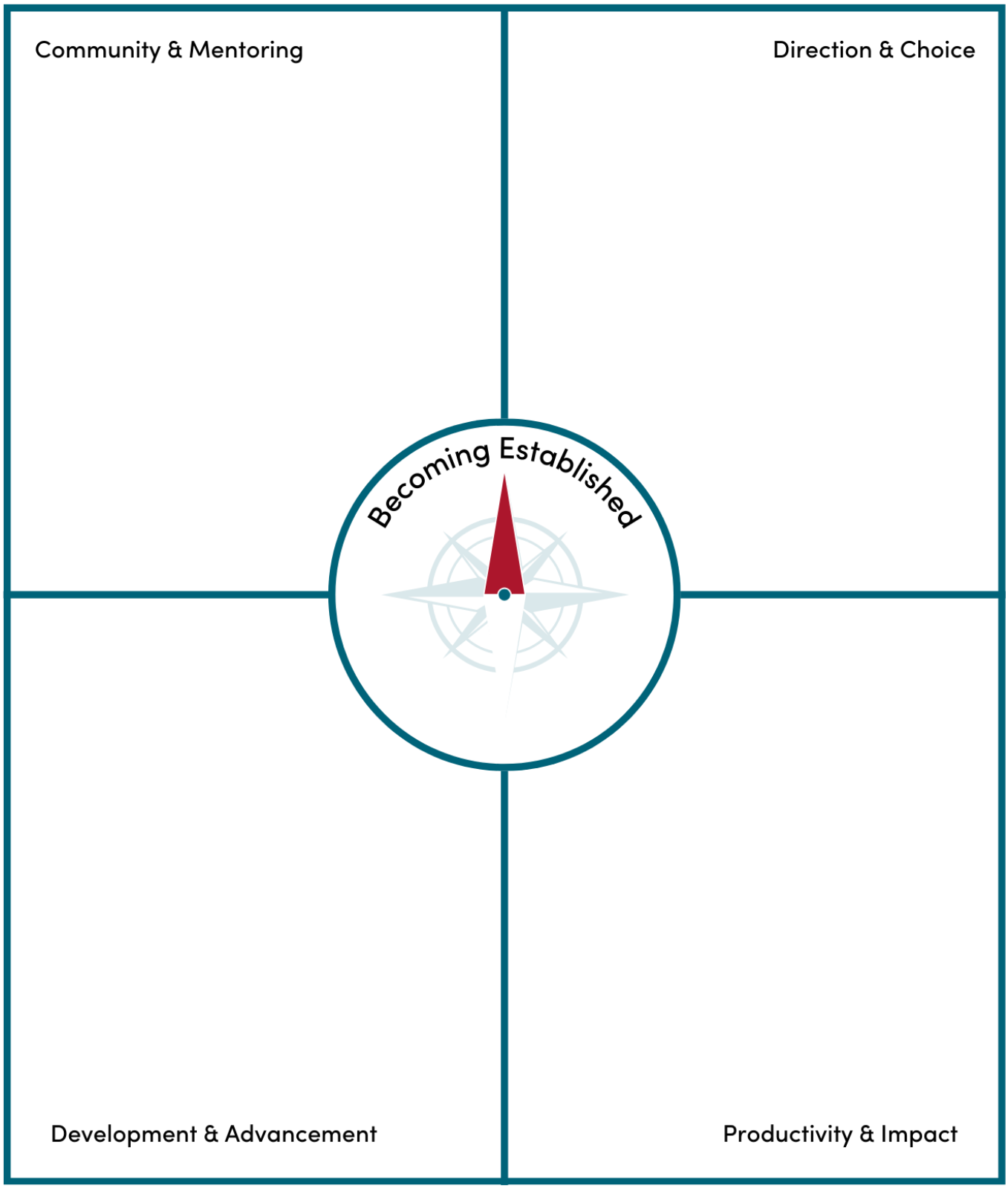


To navigate this terrain, you must get things done and deliver results. In the previous section, you learned about promotion criteria and defined your criteria for success. In this section, you will find a way to meet or exceed those criteria. Finding a way to focus your energy to set goals, do the work, and meet objectives is critical for this stage. Below are prompts to consider. Please indicate your reflections and strategies on the Early Career Map.

- How do you want to contribute to your field?
- How will you work to help society?
- At the end of your career, what would you like to say you have accomplished?
- What are your top goals for the year?
- How will you manage your motivation around getting things done?
- How will you balance your different responsibilities?
- Think about your promotion file—how do you want to show excellence in the required area(s) (research/investigation, teaching/education, service, and/or clinical work)? If you are submitting a tenure file, consider the additional requirements you will need to meet the criteria for tenure and promotion (e.g., some colleges require that you demonstrate excellence in two or all areas). What do you need to accomplish to put yourself in a place to be promoted and/or tenured?

The Early Career Map

Please use this space to write down your reflections and strategies for the early career.



Life After Tenure

By Dorothy (Dart) Schmalz, PhD
Professor & Chair, Department of Parks, Recreation, & Tourism
College of Heath, University of Utah

Tenure and Promotion. Two words that resonate with Ph.D. students and early career faculty everywhere and represent the ultimate achievement. At the end of an ostensibly endless tunnel lies the promise of job security, freedom, and the satisfaction of reaching a goal that we set for ourselves years if not decades before. The process can be so all-consuming for individuals that it is easy to overlook that promotion and tenure often happen within the first decade of an academic career. The several decades *post*-tenure comprise the majority of a career in academia, yet, pre-tenure faculty spend very little time considering what they want their post-tenure careers to be. Planning for the decades that follow is equally important. Planning for your entire career (and not just getting tenure) can make your post-tenure (post-promotion) years more enjoyable and rewarding for faculty.

The path to tenure: a faculty perspective

From the early career faculty perspective, earning the title *tenured associate professor* is often viewed as the pinnacle of their career. Subsequently, the path to tenure can be wrought with uncertainty and pressures to adequately demonstrate research prowess, teaching ability, and competency in service to academic and professional communities. The expectations sometimes seem arbitrary and convoluted, leading some to desire quantifiable measures such as specific numbers of publications and grant dollars, and details about which journals, venues, impact factors, or explicit h- or i10-indices to assess their progress. But academic careers and research paths are never so well-ordered. Unexpected things happen in life and agendas may slow or speed up the pace for individuals. What appear to be unspecific and even capricious guidelines are designed to support idiosyncratic paths that careers take.

What faculty often do not consider is that institutions *want* tenure-track faculty to succeed. Institutions put high financial and personal investment into their tenure-track faculty, and the supports to help them achieve that goal are evident. Formal and informal mentorship opportunities are clearly communicated, and seminars, workshops, and support networks are common. The supports that institutions provide are helpful in assuaging anxiety for the faculty member, but they serve another purpose as well in that they help set out the expectations of the university, and set up the faculty member to be productive and a contributing member for decades that follow those first few probationary years.

The path to tenure: Institution perspective

Institutions view tenure and promotion as an agreement between the faculty member and the university. The faculty serve the greater purposes and mission of the university, and the university provides secure employment and freedom to explore directions for their career that matches skills and interests. Ideally, all professors continue to contribute productively to the university in one or more of the capacities that comprise the academic trifecta of teaching, research, and service. While on the path to tenure, faculty can lose sight of the "two-way street" that the agreement proposes. If the expectations on the way to tenure are in contradiction or fractious, the faculty member may want to consider whether their goals and values are aligned with those of the institution. After all, they are embarking on a long-term commitment that should be one in which they can believe.

Post-tenure, institutions provide additional goals to strive for, notably the potential for further promotion to full professor. Regardless of whether promotion is on their agenda, the chance to reinvent oneself by developing personal strengths or interests in research, teaching or service is one of the great advantages and freedoms of tenure. Potential directions post tenure include teaching expertise, administration, and/or disciplinary recognition for scholarship. Everyone's path is unique to their own skills and idiosyncrasies, which can be hard to identify while on the tenure-track. Planning a course for post-tenure before receiving tenure is often not on the radar for most early-career faculty, as the process itself is so intense. But having a plan for their career after achieving the goal can avoid post-tenure discontent; a common occurrence among associate professors.

Post-tenure discontent

The path to tenure is not unlike training for a marathon; the process provides shape and structure to an ultimate goal, but once achieved, the sudden end to having something to work toward can leave a palpable emptiness. The achievement can seem anti-climactic, and an insidious shift in workload can happen during the final push toward tenure, and many "yeses" to research collaborations and opportunities to increase productivity. Where pre-tenure faculty have the linear focus of achieving tenure, post-tenure faculty face myriad deeper questions having to do with academic identity and long-term aspirations afforded by the freedoms of tenure.

In her role as mentor and counselor, Rockquemore (2012) identified a range of 11 emotions that post-tenure faculty experience: (1) *exhausted* (i.e., physically, emotionally, and relationally worn out from the tenure process), (2) *confused* (i.e., uncertain about the next steps), (3) *disappointed* (i.e., underwhelmed by the anticlimactic achievement of tenure; "Is this it?"), (4) *numb* (i.e., years of repressing emotions and debates with colleagues during the tenure process leaving one feeling disrespected and disaffected), (5), *trapped* (i.e., the window of opportunity to change employers has passed), (6) *mad* (i.e. the realization that personal values/interests don't align with those of the institution and/or repressed resentments among colleagues rise to the surface), (7) *unmotivated* (i.e., the motivation to perform disappears with the removal of the time-limited external pressures of the tenure clock), (8) *bored* (i.e., the redundancy of teaching or service roles), (9) *relieved* (i.e., associated with the relief of the pressure of tenure; most frequently felt by newly minted tenured faculty and short lived), (10) *free* (i.e., embracing the new found freedom to explore possible academic selves), and (11) *happy* (i.e., the satisfaction of doing exactly what is desired, and enjoying the privilege and opportunity afforded by tenure).

The purpose of this workbook is to help pre-tenure faculty identify their post-tenure goals, so that everyone can enjoy the emotions of feeling freed and happy as they embark on the next phases of their careers.

Rockquemore, K. A. (2012, July 2). Mid-career emotional spectrum. *Inside Higher Ed.* Retrieved from: https://www.insidehighered.com/advice/2012/07/02/essay-how-mid-career-academics-can-find-their-place-emotional-spectrum

The Mid Career: Towards Deep Contribution

At the end of the early career stage, you have become established in the eyes of the organization and your professional community. Through your diligent work, you have completed the tasks through which you have proven yourself as a viable academic. You are no longer considered a "junior" member of the faculty but a full peer within the community. It can feel great to have reached this point…for a short time.

Through this transition, many tasks and responsibilities that you have been protected from (so you could get promoted!) are now expected of you. You are still managing your own career, but you also have the increased responsibility for others to whom you are more senior, as well as likely expectations of greater contributions to your academic community.

Throughout your time during your early career, there were many things that you *must* do. There were grants and manuscripts you had to write. There were mentors and mentees that you had to manage. There were organizational assignments given to you. All this was hard work, but at least they were prescribed and somewhat predictable to your role. Now in your mid career, what you could and should do has less to do with what you *must* do to advance, but with what you *choose* to do to satisfy deeper personal and community values.

At this stage, there is a part of you that wants to express yourself in an authentic way. You want to do what you want to do and less what others want you to do. There may be a strong tension here. You know that you may be disappointing some people through your choices. You also know that your career doesn't last forever, and that if you are to do something authentic and significant with your life and career, this is the time to do so.

For many, they stop doing things in one way and pivot to another. For example, during their early career, they may have been heavily involved in committee work related to a graduate program. Then, in mid-career, they start saying "no" to that service and "yes" to service on important research-related committees. This pivot can be difficult because they are consulting their inner guidance versus the guidance of others. Now we ask the question "Now that I've become established by playing by the rule of others, what do I really want to do?"

Mid Career Thematic Focus: Deep Contribution (Compass)



As you explore and embrace your authenticity, you will find that you have something unique to contribute. You are to courageously explore this and bring it into the world. Unlike when you were just getting started in your early career, you are seasoned with experience, wisdom, skills, and relationships. All these assets you have developed in the earlier stage now can be brought to bear to create your deep contribution.

Successfully navigating the mid career stage will result in your deep contribution. This deep contribution is only something that you can offer. So, there is an inner journey to realize this and bring it out into the world. Through your deep contribution, you express yourself authentically and have the satisfaction of realizing your career purpose.

The Four Mid Career Terrains

In the sections below, we will discuss the four terrain types as well as provide some prompts for each terrain type for you to consider. As you read through each terrain type, consider the

prompts, and write down some strategies you intend to employ in the Mid Career Map (page 41).

Direction and Choice



To navigate this terrain, you must be able to choose towards your inner authentic purpose, values, and vision. You have been good thus far at jumping through the proper (outer) hoops to become established. You will continue to have to jump through some hoops or, better yet, jump over some hurdles to address criteria related to further advancement and retention in academia. But now, you're deciding on what your high jump is. What is "the bar" that you're going to set the highest for yourself and strive to attain in your career? This mid career pivot can be difficult but must be undertaken to pave the way for the second half of your career. Below are prompts to consider. Please indicate your reflections and strategies on the Mid Career Map (Page 41).

- What are your mission, values, and vision? How do you align your choices accordingly?
- What do you want to be known for?
- What are you the best at (skills and talents)?
- When you think of what brings you joy (professionally) what is it?
- What will you say 'yes' to? What will you say 'no' to?
- What work would you naturally do if pay was not an issue?
- How have the above questions changed since you started your career?
- Are you considering a new direction?
- What is the most important choice ahead of you now?

Community and Mentoring



To navigate this terrain, you must take on more responsibility for others. As you develop in your experience, you will gradually find your independence and self-reliance. Through this process of development, you will need less from others, but you can provide more. You will still continue to develop your network and influence while taking greater care of others and exerting your influence toward positive change and outcomes. Below are prompts to consider. Please indicate your reflections and strategies on the Mid Career Map.

- What kind of mentor(s) do you need now? Do you need a coach? Sponsor(s)? How would they move your career forward?
- How is your mentoring strategy serving you and others? How many people have you mentored or are mentoring?
- How effective have you been in your mentoring? In what ways do you need to improve?
- How is your professional network? What types of people do you want or need to develop closer ties with?
- Who do you consider your professional community? How has it changed over time?
- How will you contribute to your community? What is your 'give and take'?

Development and Advancement



To navigate this terrain, you must continue to challenge yourself. There could be a tendency to rest on your laurels, now that you are established, but it may be more satisfying to continue to learn and take on greater challenges. Taking on leadership roles may be a suitable option to challenge yourself. Managing others always entails a greater degree of complexity and skill than just managing oneself. As you clarify the nature of your deep contribution, continue to develop knowledge and skills to actualize that contribution. Below are prompts to consider. Please indicate your reflections and strategies on the Mid Career Map.

- What are you challenged to learn at this stage?
- What new set of knowledge and skills will serve you in this stage of the career?
- What is your process to continue to develop your academic expertise?
- What academic skills do you need to continue to develop? How?
- What general skills do you need to continue to develop? How?
- What are the criteria for your academic promotion?
- Where is your CV the strongest and weakest?
- How will you balance your need for career development and your day-to-day work?

Impact and Productivity

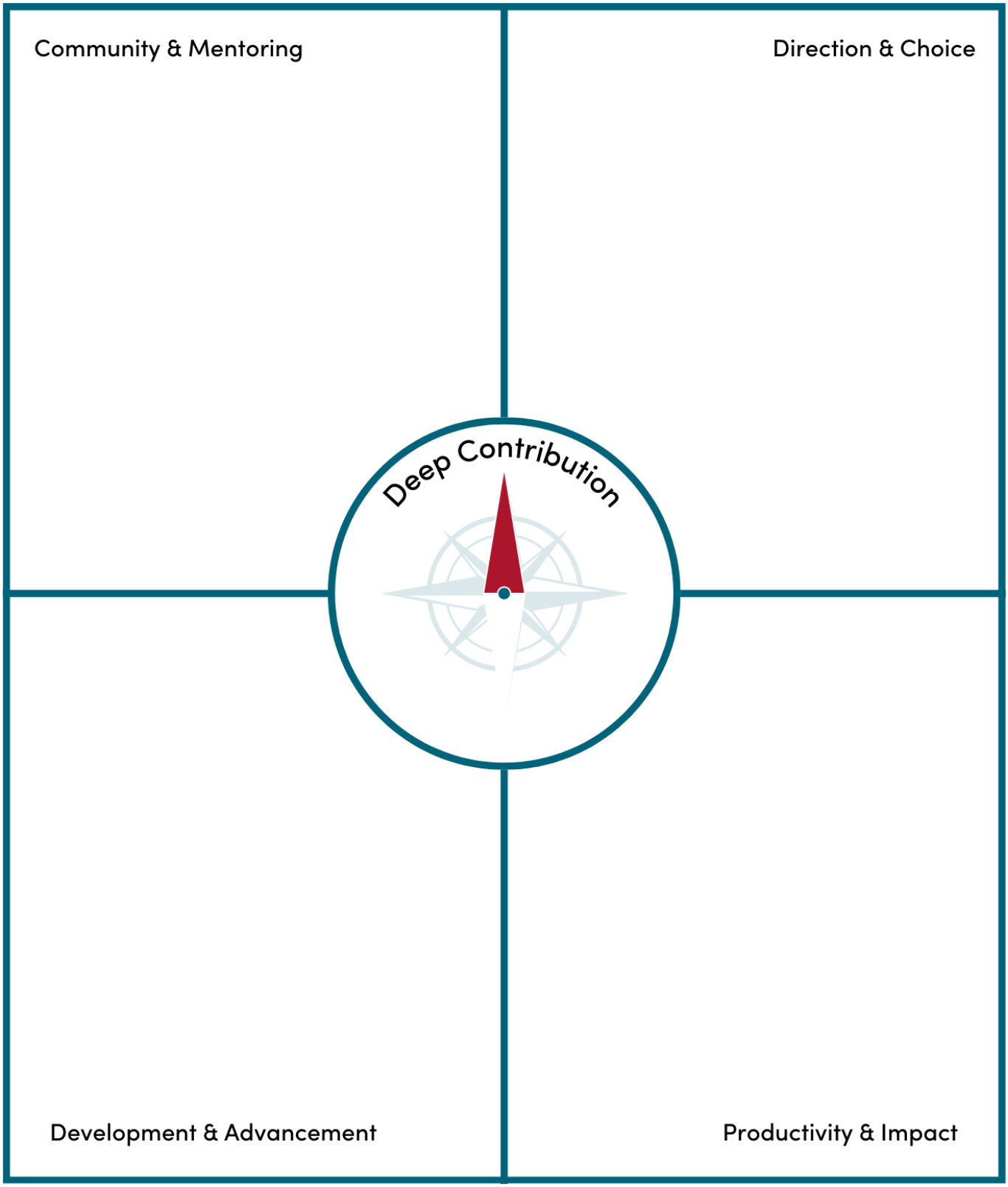


To navigate this terrain, you must have a positive impact on others. During the early career stage, much of your productivity benefits you and your career advancement. During the mid career stage, your productivity can still benefit you, but the focus shifts towards how it will benefit others (e.g. the organization, mentees, colleagues, patients, community, academic field). When you look back at your career, the meaning you derive from your life's work will come from the impact that you have had on others. Below are prompts to consider. Please indicate your reflections and strategies on the Mid Career Map.

- How do you want to contribute to your field and/or to your community/society?
- Has the contribution you want to make changed over time? How?
- At the end of your career, what would you like to say you have contributed and accomplished?
- How will you manage your time towards what is important to you?
- How might you balance your own career advancement with contributing to the benefit of others (e.g. through mentoring and sponsorship)?
- Think about moving to full professor—how do you want to show excellence in your required area(s) (research/investigation, teaching/education, service, and/or clinical work)? If you are a tenured faculty member in health sciences, consider what your two areas of excellence are (investigation must be one of them) and how you will demonstrate excellence for both. What do you need to accomplish to put yourself in a place to be promoted?

The Mid Career Map

Please use this space to write down your reflections and strategies for the mid career.



Mid-Career Choices: Saying 'No' To The Dean

By Kristen Keefe, PhD
Professor, Pharmacology & Toxicology
College of Pharmacy, University of Utah

As noted in this section, the mid-career phase is a time to think deeply about what one hopes their deep contribution will be in their career. That deep thinking then has to lead to deep consideration of how one takes "valued action": that is, how one during this phase moves the thinking into how we spend our time daily in our workplace and personal life. Everyone is inundated with requests to serve on more committees, do more teaching, or do more research. Up to this point, one might have been saying "Yes" to many of them, even if the reason for doing so was compelled, perhaps, by what one *thought* people expected of them, rather than one's own vision.

I like to keep two quotes front-and-center when I have to decide what to say "Yes" or "No" to. One is by Joseph Grenny, co-author of books such as "Crucial Conversations" and co-founder of "The Other Side Academy," which says, "A sculptor creates a masterpiece from stone by subtracting pieces that don't belong. By the same token, it is what remains after removing those things you decline that becomes who you are." ("How To Say No At Work Without Making Enemies" Harvard Business Review 2019) The other is a quote from Mahatma Ghandi who said, "A 'no' uttered from the deepest conviction is better than a 'yes' merely uttered to please, or worse, to avoid trouble."

The mid-career phase is the time to ensure that one's 'yes' and 'no' responses to opportunities in our work and personal lives align with our vision of ourselves as our completed masterpiece—our true north.

When I was in about year 18 of my faculty position—firmly in the "mid-career" phase—the Dean said he wanted to talk to me about becoming the Chair of the Curriculum Committee in the College. A meeting was set up. Knowing what the meeting was about gave me time to reflect on the request.

Sure, I had served effectively on that committee for seven years. As an educator in the College of Pharmacy, I was committed to ensuring a high-quality education for the Doctor of Pharmacy Students (the PharmD curriculum was a major focus of the Curriculum Committee, especially in light of national accreditation needs for the program). And I very much believe in serving the organization in any way I can when asked.

But, as I contemplated the request, I focused on my vision for myself. I was a great worker bee for such a committee, but I didn't spend time outside of the committee thinking about what the best training would be for future pharmacists (I am not a pharmacist).

I realized that what I am passionate about is doctoral training in the biomedical sciences and how best to do that. As I considered what "masterpiece me" looked like and where I wanted to leave my mark, I saw someone very involved in PhD and postdoctoral biomedical training. I saw myself as perhaps the dean of a graduate school. I knew, then, that being the Chair of the Curriculum Committee was not the opportunity to which to say "Yes."

I am a firm believer in taking one's work, but not oneself, too seriously. So, having clarified what my answer would be in the meeting, I ordered a simple black t-shirt, with white block letters saying "No." to wear to the meeting. The Dean and I had a good, crucial conversation about the request, my answer, and then how I see myself contributing to the missions of the College and the University. And, we had a bit of a laugh about the shirt. Knowing my vision and, thus, the conviction underlying why I was saying "no" to this request put me at ease during such a crucial conversation.



Of course, the following year, the Dean came to me with a different request; to head the task force charged with the complete revision of the PhD curriculum! Payback? Perhaps. However, that request was one to which I said "Yes," because I could see how that role would stretch me in new dimensions, allowing me to build different skills that I knew would be useful as I moved toward my overall vision.

In this case, I was in charge of managing a big project, leading subcommittees and small teams, and having to build consensus across the college as to the nature of the PharmD curriculum. Consequently, having said "No" to the Dean in one case let me say "Yes" to them shortly thereafter and, in so doing, develop skills I might not have otherwise.

You are a masterpiece waiting to be revealed, and you are also the sculptor of that masterpiece. In your mid-career and beyond, what do you want to say "No" to and take away, and what will you say "Yes" to in order to become that masterpiece?

The Late Career: Towards Generativity and Legacy

During the mid career, you are likely to accumulate much responsibility. It will be busy. At a certain point, once you have been deep into the mid career, you may ask yourself one day, "Should I be doing this, or should this be handed over to someone else?" You begin to look towards a time when you are no longer working in your career.

Although your career is indeed a big part of your life, your life is bigger than your career. Even as you begin to wind down your career, another stage of your life begins.

The late career begins roughly the decade before retirement (or a major decrease in career focus and/or responsibility. It entails a process of letting go and beginning to reacquaint yourself to the part of you that is beyond the career.

You may still be holding leadership roles or roles of responsibility, but make sure that you are always decreasing your (direct) responsibility rather than increasing it during this stage. In the mid career you have focused on making your deep contribution, and now it is time for you to make room for others to make theirs. If you are holding roles of responsibility, you must develop a succession plan and prepare others to assume responsibility. Remember that no one is indispensable, not even you.

You may still want to be engaged with your professional community, and this is still possible. However, all your efforts now are not aimed at benefiting you, but others and the next generation. If you do all of this, you will likely be remembered fondly, and your legacy will be secured. If you choose to hang on beyond what is appropriate, you will be seen as someone who obstructed the advancement of others because he or she could not overcome his or her self-importance.

Late Career Thematic Focus: Generativity and Legacy (Compass)



You have been working for so long that it can be hard to know yourself outside of your career identity. You are now to discover your deeper self, one that is beyond the career, while ensuring the well-being of the next generation, and to exit gracefully.

Successfully navigating the late career stage will result in the preparedness of the next generation (generativity) and your legacy as a benefactor. Navigating these three stages of your career will produce great inner satisfaction, strengthen your community, and allow you to leave a deep and authentic contribution. That is your destiny and destination.

The Four Late Career Terrains

In the sections below, we discuss the four terrain types as well as provide some prompts for each terrain type for you to consider. As you read through each terrain type, consider the prompts, and write down some strategies you intend to employ in the Late Career Map.

Direction and Choice



To navigate this terrain, you must choose the welfare of the community over individual pride. Also, you must choose to know yourself beyond your career. You may be happy to be moving on, but part of you may also be reluctant to let go. This may be especially true if your identity has been heavily linked to your career. It is time to imagine life post-career and begin the process of transition. Below are prompts to consider. Please indicate your reflections and strategies on the Late Career Map (Page 47).

- What are your mission, values, and vision? How do you align your choices accordingly?
- What is the identity you have created within your career?
- What is your identity beyond your career?
- What professional activities do you want to keep, shed, or add?
- What would be the most fun and meaningful way for you to work now?
- What have you always wanted to do or accomplish but didn't get to?
- What do you want your legacy to be? What do you still need to do to achieve that?

Community and Mentoring



To navigate this terrain, you must prepare others to assume responsibility. You may still have responsibility during this stage, but you are also becoming more aware of the need to develop others to assume greater responsibility. Your focus is to provide your wisdom and perspective to others while reducing your own direct responsibility for action. There is much opportunity for positive impact through a coaching and mentoring form of leadership. Below are prompts to consider. Please indicate your reflections and strategies on the Late Career Map.

- How are you helping the next generation succeed?
- How have you contributed to your community throughout the years?
- Whom might you focus on to mentor and sponsor?
- How will you make way for others to grow and advance?
- Who do you consider your professional community? How has it changed over time?
- What new communities might you need to develop ties with? What communities might you begin to let go of?
- How will you maintain contact with those you wish to remain in contact with?

Development and Advancement



To navigate this terrain, you must define your learning and advancement from beyond the career perspective. Much of the learning now is for intrinsic enjoyment. Begin to connect with communities outside of the professional realm. Below are prompts to consider. Please indicate your reflections and strategies on the Late Career Map.

- What are you curious about now?
- What are you challenged to learn at this stage?
- What new set of knowledge and skills will serve you in this stage of life?
- How might you integrate career and non-career knowledge and skills?
- How might you share your knowledge and expertise for the benefit of others?
- What is your process to continue to develop yourself?

Impact and Productivity

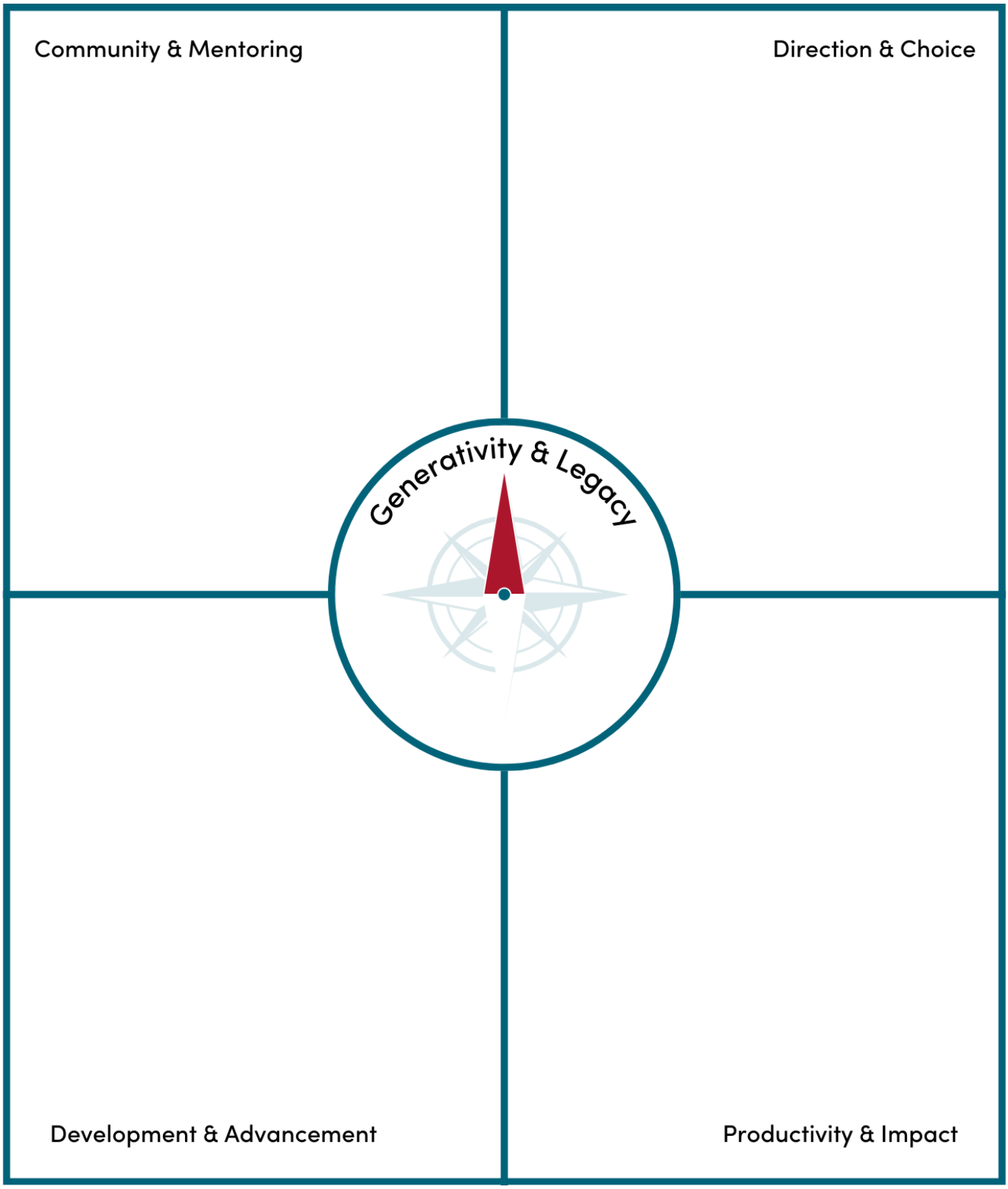


To navigate this terrain, you must prepare others to be ready to assume the responsibility that you are leaving. How ready others are to assume responsibility will be the measure of your success. The impact that you will generate at this stage will be through those you have developed and influenced. If you have had a wide circle of positive influence, you will find meaning and satisfaction. You will also enjoy a positive legacy as a reward for a career well done. Below are prompts to consider. Please indicate your reflections and strategies on the Late Career Map.

- What are your criteria for a successful career?
- How have you met or exceeded them? How have you fallen short? What is left to be done?
- What other metrics do you want to meet before your retirement?
- How well have you prepared others to succeed?
- Reflecting back, what career achievements are you most proud of?
- Reflecting back, how have you impacted the lives of others?
- What was your 'deep contribution' to your field of work?
- What are the criteria for success going forward? How do you begin to incorporate non-career criteria and allocate your time and energy accordingly?

The Late Career Map

Please use this space to write down your reflections and strategies for the late career.



Part 6: Plotting Your Course

Up to now, you have constructed your career compass and have developed your career map for your career stage. The last step before starting your journey is to plot your course on the map.



This course contains your **destination and objective**, that is, where do you want to end up? For each stage, it is useful to define what the end of that stage may look like. For example, one of the objectives for the early career map may be promotion to associate professor. An objective for the mid career map may be to lead an education program or create a new center. An objective for the late career map may be to write a memoir of one's life experiences.

Once you have defined your destination, you should think about the main **goals and milestones** to reach that destination. For example, if you are pursuing a career in research and investigation, you may define the milestones in the early career as a series of grants that lead to the major grant at the destination or a series of articles that lead to a published book. If you were pursuing a career in education, you may define the milestones as a series of teaching and program leadership opportunities. Likewise, if you were pursuing a clinically focused career, you could lead a multi-disciplinary clinic or a lead role in the development of new treatment guidelines. Career stages generally last from 10 to 15 years. So, it may be helpful to map out general annual goals to get you to your career stage destination.

While major annual goals bring greater focus and help clarify the process of reaching the end destination, each major annual goal can still represent a large commitment of time and may need to be further broken down into **actions and processes**. For example, you may set an annual goal to write/publish four first-author manuscripts and four secondary-author manuscripts. This goal may require between 50 and 100 hours of work time. You may need to define the sequence and timing by which you will work on each manuscript. You may need to establish processes and routines for writing and editing.

You will need to regularly review how you are doing relative to your goals and make needed adjustments. You will also want to develop a set of **metrics** that will give you an indication of your **progress** and review them regularly. For example, if you are being funded by significant amounts of grant money, you may want to track current funding support, projected funding support in the future, and applications in progress for funding.

In the rest of this section, we will develop an intention around each of the four elements above. By doing this, you will have a plan and a course to navigate your current career stage.

Objective and Destination *(What does success look like?)*

Let's begin with the end in mind. Determine which career stage you are in (early, mid, late). Where do you want to be at the end of this stage; this is, what is your vision? What does success look like?

Remember that there are general themes for each stage, becoming established in the early stage, making a deep contribution in the mid stage, and enabling the future (and your legacy) in the late stage. What this means is specific to you and your life circumstances. Consider your career compass and what direction it is pointing to. At each stage, what is your true north?

In defining your objective (vision), you want to paint a picture of the desired future. Don't be vague. (e.g. *I would like to be a good researcher*) Be specific. (e.g. I would like to secure two major grants, establish collaborations with three other research groups, manage a research staff of five, and support myself 75% through grant funding)

Imagine yourself five to ten years into the future. You have successfully navigated this career stage and are about to transition to the next career stage. In the space below, describe your circumstance according to the following prompts:

- What was the key accomplishment you made?
- What is the positive impact that you had on others, your organization, and your field?
- What was the major challenge you overcame and how have you become a better person?
- How are you being recognized by people around you?
- What is your life (Health, Wealth, Family, Friends) situation?

Reflection & Intentions

Please see the "5-Year Vision" resource in the appendix.

Goals and Milestones *(What are the key stops along the way?)*

If you look at the destination you have defined from the previous section, you will notice that it will most likely take multiple years and hundreds if not thousands of hours of effort to accomplish. You won't be able to get there in one continuous stretch of effort, but you will need to break the larger tasks down into smaller chunks. There may even be chunks towards the end that are undefined as of yet, and you will just have to figure it out through your resourcefulness as you go.

Each care stage (early, mid, late) contains a number of years. For example, the early career stage may last from ages 25 to 40. In those 15 years, there may be certain key milestones such as completion of your degree and postdoctoral training (e.g., residency or fellowship), obtaining an assistant professor position, securing a career development grant, and assuming your first leadership role. Then for each of the 15 years, there are key goals and deliverables to be accomplished to help you meet your next milestone.

In the space below reflect upon your current milestones and yearly goals. Identify and describe them according to the following prompts:

- What are the critical four or five milestones for this stage of your career? When do you expect each to occur?
- What are your top three goals for this year which will help you reach your next milestone?
- What are your top three goals for next year which will help you reach your next milestone?
- What are some foreseeable goals three, five, and ten years in the future?

Reflection & Intentions

Please see the "Top 3 Goals for a Successful Year" resource in the appendix.

Actions and Processes *(How do you move forward consistently?)*

From the previous section, you now have at least three major goals which, if you accomplish them, will help you reach your next milestone. Each major goal is still likely to be a large task (e.g. write a major grant, produce a major creative work, develop a new course, develop a new clinical program).

The next step then is to break down each major goal into components. For example, if you are writing a grant, you may have steps such as identifying a granting agency, developing your specific aims, securing your research team, writing the grant, and gathering all the non-science sections (e.g., biosketches and letters of support). Optimally, you are breaking down the major goal enough that you can make progress weekly on tasks that you have identified.

To effectively complete your goal, you will have to make the time to work on each of those tasks. Each week, you should be spending between 10 and 20 hours on the tasks associated with your key goals of the year. To help you stay on track, begin to develop daily and weekly routines (e.g. three hours of writing on Wednesday mornings). It's better to maintain progress at a sustainable rate rather than wildly fluctuating amounts of effort.

In the space below reflect upon your actions and processes. Identify and describe them according to the following prompts:

- For each of your major yearly goals, what are the key components?
- For the key components that you will be working on this quarter, what are the key tasks?
- How many hours a week do you need to commit to completing the tasks?
- What daily and weekly routines do you need to establish to ensure progress and completion?

Reflection & Intentions

Metrics and Progress *(How much progress have you made?)*

During the year, you will want a way to track your progress so that you know whether you are on track to meet your key yearly goals. As an example, you may have a major yearly goal of creating a new program, and that task will take around 200 hours. You have six months to complete this goal. The tendency is to do very little in the first four months and then get overwhelmed in the last two months.

A better way to approach this large task is to break the goal down into seven to twelve components (e.g. develop the budget) and then the components down into tasks (e.g. estimate faculty and staff efforts). Put the tasks onto a spreadsheet, each with an associated time that you anticipate working on them; this is a basic project management method. Going back to our example, for a 200-hour project, you should be working 30 to 40 hours a month, 8 to 10 hours per week. You would then allocate tasks on a weekly basis that amounts to 8 to 10 hours.

Each week, you can then review whether you are on track and whether you need to allocate more time or request more resources. For important projects and goals, having a system to manage tracking and progress will reduce work bulges, missed deadlines, and anxiety around completion.

In the space below reflect upon your metrics and progress. Identify and describe them according to the following prompts:

- What are the key metrics that may serve to measure your progress on a major goal?
- Describe the system that you plan to implement to track your progress:
  - Necessary: identify goals, components, and tasks (for tasks including timing)
  - What platform will you use? (e.g. Microsoft Excel)
  - How often will you refer to your tracking system?

Reflection & Intentions

Self-Mentorship and the Cultivation of Serendipity

By Michael Rubin, MD, PhD, MS
Professor and Vice Chair for Faculty Affairs, Department of Internal Medicine
Spencer Fox Eccles School of Medicine, University of Utah

Self-mentorship is the central pillar of the Matrix Mentoring Model, the team-based model of mentoring we developed and use in the Vice President's Clinical and Translational (VPCAT) Research Scholars program. Many people, however, are unfamiliar with the concept of self-mentorship and what it means. But, before we get into that, we should first discuss the topic of serendipity.

Many of us probably think of serendipity as something like dumb luck, a thrill of unexpected discovery. Its original meaning was very different, however. The word was based on an old Persian fairy tale about three princes from the Isle of Serendip who possessed superpowers of observation. A new word—serendipity—was proposed to describe this princely talent for detective work. At its birth, serendipity referred to a skill rather than a random stroke of good fortune.

Some people now see serendipity as something people do. A qualitative study published in 1997 found that people generally fall into three groups: non-encounterers, people who maintain a tight focus and rarely encounter new information; occasional encounterers, people who infrequently stumble onto information and perceive it as a lucky incident; and super-encounterers, people who share a common excitement for information encountering. These are people who create situations conducive to serendipity; they are, in essence, "serendipity-prone." The suggestion from the study is that you become a super-encounterer in part because you believe that you are one—it helps to assume that you have some sort of special powers of perception. With words like "super-encounterer," we can talk about the people, not just discoveries as things that exist independent of the observer. Discoveries are products of the human mind; what an individual "finds," whether intentionally or not, is always an expression of one's self.

It's popular to think of serendipity as a "happy accident," or a "pleasant surprise," something that happens purely by chance. But chance, as it is said, favors the prepared mind, so it also follows that serendipity favors those who are prepared to receive it. Be active about it. Cultivate serendipity, and opportunity will grow. Act like a super-encounterer, and you'll find serendipity; it's there, waiting to be found, an expression and reflection of yourself.

By now you may be asking, what on earth does serendipity have to do with self-mentoring? Self-mentoring, at its most basic level, is essentially self-reflection. Self-reflection is a critical exercise, whether you do it intentionally or unintentionally, directed or undirected. The whole purpose in engaging in self-reflection is to bring focused attention to the things that are important to us and to our careers. Things like:

- What do we like to do?
- How are we spending our time?
- What matters most to us?
- What are we hoping to accomplish?

We all have chosen careers that are exceptionally challenging, and incredibly busy. We have many roles to play, many jobs to do, heavy expectations weighing on us. We all have enough to do to keep our heads down, our noses to the grindstone, almost indefinitely. And it's amazing how quickly time can pass when you do that—one day you look up, and three years have gone by, and it's not all that clear what you've accomplished. And you can easily keep on going like that, doing clinical work, writing publications, getting grants, doing administrative work, and have a very long and very productive career. But the key question is: would that be a successful career? Or a fulfilling career? And maybe, most importantly: how would you know?

The truth, of course, is: only you know what "academic success" means to you, and it's almost certainly different for everyone. Success is how each of us defines it—but that means you have to actually take the time to define it and think about it. There are several common measures of success, like numbers of publications, awarding of funding, promotion with or without tenure, but for the most part those are partial measures; they don't describe a true personal meaning of success for an individual. What about fulfillment? Satisfaction? Longevity? Creating a legacy, if that's your thing? Wouldn't most of us consider our careers to be successful if we just loved what we do, as simple as that? Are you doing that now?

One of the most important things we do in VPCAT, maybe the most important thing, is to help people understand what success means to them. We give them the tools, the mentorship, and the guidance to define success. Know what makes you happy and fulfilled. Don't be afraid or concerned if you don't know what that is yet; understand where things aren't working well, and what changes would make a difference in your life. Once you start defining those things, the path to success starts to emerge. When you're clear on where you want to go, you can start taking the steps to create that vision, that future for yourself. Once you create that future, all you need to do is step into it.

And when serendipity arrives while you're on that path, you'll be ready to welcome it.

In VPCAT we ask people to define their career vision, as strange and uncomfortable as it is to write something like that. Writing one is what it means to create a future for yourself, to think about where you want to go, to bring into existence that place you hope to end up someday. And the best way to do that is to share that vision with others: your mentors, your Chiefs or Chairs or Directors, your peers. Make sure they know what your vision is, what your passion is, what you enjoy doing and want to do more of—and what you don't enjoy doing and want to do less of. The broader purpose of self-reflection is the process of sharing: sharing your vision, your passions, your priorities, your challenges. Sharing is the best way to enroll other people in the idea that you have a destination, you have a vision for your future, and when other people know this, you'd be amazed at what they will do to support you in that journey. The more people you enroll in that future for yourself, the more people who will be thinking of you and talking about you to others. They'll throw your name in the hat, they'll connect you with someone who shares an interest, they'll direct people or resources in your direction or you in theirs. And someday, by what may seem to be pure chance, someone might step down from a position or create a new position that you think would be ideal for you, and by having shared and enrolled others in your vision, you become the person they think of first for that opportunity. This is cultivating serendipity, and by doing it, you create that opportunity.

Engage in self-mentorship. Reflect, understand, and share. Throw that future vision out into the world, and be amazed at what comes back.

Part 7: Walking the Walk

Up to now, the focus has been on developing your career plan. A plan is important to set your intentions and to focus your efforts toward reaching your goals. Once you have the plan, it is time to engage in the process and take action. It's time to go out there and start or continue your journey.



Each stage of the journey will have a beginning, middle, and end. As you develop your compass (Part 3) and map (Part 5) for the *stage* of your career that you are in (early, mid, late), you will also have a sense of whether you are in the beginning, middle, or end *phase* of that stage. (Note the usage of the terms: **stage** in a career and **phase** within a stage)



Your behaviors and the challenges for the three phases will be different. For example, when you are at the beginning phase of the early career stage, you are likely scrambling to make network connections and opportunities whereas in the end phase of the early career stage, you are more focused on the transition towards independence.

The sequence of the phases is always beginning-to-middle-to-end, although the timing of the phases may differ. What phase you are in mostly corresponds to your sense of the energy of the circumstances. For example, you may have recently been promoted to an exciting new leadership position or received a major grant award. Your sense of the energy around those events is typical of the start of the middle phase where there is excitement, but major work will soon be required and expected. If instead, you have been doing something for many years, your sense of the energy will be typical of the end phase where the desire for something new may be emerging.

A meaningful career is always changing and evolving, and your sense of the energy of the circumstances usually gives you clues about what is next. Below are further explanations of what to expect in the three phases.

Beginning Phase: Building New Opportunities

The beginning phase is about getting momentum in a new direction. You have just finished the challenges of the previous stage and are now embarked on a new stage of the journey. The beginning phase is generally marked by the changing of the rules. For example, if someone gets a promotion and/or tenure, that usually signals the beginning of the mid career stage. Starting that new stage entails a change of the rules. The old rules that guided behavior, which are generally related to doing things to get promoted, are no longer significant.

A new vision for the career stage is needed; and associated with the new vision are new rules. Some of these rules are externally imposed (e.g. needing to take on new mentees and serving on more committees) and some are internally driven (e.g. changing one's research direction). Likewise, you will need to build and expand your professional network and collaborations. The beginning phase is focused on building opportunities in a new direction.

The energy around the beginning phase: *uncertainty, sense of inexperience, anxiety for the future, excitement for the future, urge to learn and explore*

Important concepts in the beginning phase:

- **Don't overthink. Take action.** You may feel uneasy in the beginning because of the unknown. This may lead you to ruminate and worry. While it may be natural to feel a sense of uncertainty, the way forward is through action. Each week, what are the three actions you can take that will advance your agenda? Focus on your actions and gain momentum.
- **Gain emotional leverage.** To get motion, leverage your emotions. We are motivated to seek pleasure and to avoid pain. Consider the pain of inaction and failure; consider the pleasure of action and success. In the beginning, it is important to manage your psychology towards taking empowered action by accentuating the pleasure of action and the pain of inaction.
- **Build a network.** Your existing network supported your previous successes. You will need to add to your network to support your new direction. Taking action during this phase entails meeting new people. Through people, you will be able to explore new ideas, uncover new opportunities, and develop new collaborations. Building the new network leads to the middle phase.

NOTES

Middle Phase: Focus on Productivity and Impact

The middle phase is generally marked by significant initial changes in responsibility. In the beginning phase, it's about getting settled in a new way being. Then after a period, opportunities and responsibilities emerge through the work done in the beginning phase. For example, one may be asked to lead a new education program. Perhaps one receives a major book contract. This new responsibility should occur within your area of academic excellence. You should not pursue major responsibilities outside of your chosen area(s) of excellence. For example, if you have chosen to achieve excellence in education, you should be wary of major administrative responsibilities that may distract you from that. The middle phase is focused on productivity and impact.

The energy around the middle phase: *excitement for emerging opportunities, satisfaction around successes, pressure to be productive, overwhelmed by the scope of tasks and responsibilities, anxiety for deadlines and results.*

Important concepts in the middle phase:

- **Build your resilience.** You will experience wins and losses in the middle phase. Expect that there will be many bad days. You may be working with difficult people. You may experience rejection and failure. You may experience personal or family emergencies. These all come with the territory and must be dealt with. In the middle phase, the main lesson is on how to deal with challenges. This is done not by changing other people or wishing things were different, but by managing your perspective through which you view the challenges.

- **Stay focused. Avoid distraction.** In the middle of challenging situations, other opportunities may arise that may look more attractive. "Hey, if I jump ship, then I won't have to deal with this anymore." Resist the desire to escape and persevere. Everything that is worth having is on the other side of the challenge. No pain, no gain.

- **Drive towards results.** How will you know if you are successful? You must define challenging and worthwhile goals for yourself. Then, hold yourself accountable to those goals. Think of a committee that is not very effective. Why is it so? It is so because accountability is lacking. This is the same dynamic with careers. When you are at work, what are you working towards? Are your actions bringing you closer to your desired results?

NOTES

End Phase: Reassessing the Way Ahead

The end phase is generally marked by a desire to move on. This usually occurs after one has been in the middle phase for multiple (7+) years. Initially, you may develop a comfort level with what is expected of you, but over time, this comfort level may turn into boredom and complacency. (This does not stop some people from staying in a role for decades to the detriment of the organization.) Although too much turnover is not good for organizational stability, too little turnover can result in a lack of adaptability to changing external circumstances. Enjoy the stability and comfort that the end phase confers, but also know when it's time to transition. The end phase is focused on stability leading to transition.

The energy around the end phase: *high comfort level (which is why many people don't want to move on), sense of predictability, irritation with change, boredom and complacency, desire for something new.*

Important concepts in the end phase:

- **Begin to let go.** The end phase is often an enjoyable phase. You have earned it through the hard work of the previous two phases. Now you have things how you'd like them. However, remember that things are always in the process of change. Organizations need to evolve, and you need to evolve. Even as things seem stable and manageable, begin the process of letting go through gradually relinquishing and delegating responsibilities to make way for growth for you and for others.

- **Create space.** As you begin to let go, you will not be as busy as you once were. This dynamic restores your energy and creativity. To begin something new, you must first draw down the old. As you create space for yourself, you get to "hear" what your inner voice is guiding you to do over the demands of others.

- **Explore your growth.** You are always in the process of becoming. As you master one challenge, you open yourself to the next life experience. So it goes to the end. What is next? What does it mean to grow, become more authentic, and pursue your purpose?

NOTES

The Work of Managing Your Career

Congratulations on making it this far into the guide. Hopefully, this guide has shed some insight on how much work it takes to manage your career. The more thought and intention you put into it, the more meaning and success you get out of it. **If you are to work 40 years and spend 100,000+ hours of your life on your career, shouldn't you spend some effort to shape its direction and outcome?**

Organization executives spend a significant amount of time in strategic visioning and planning. They recognize that organizations need direction and to think ahead. Likewise, your career requires attention and strategic thinking. Although you have plenty of day-to-day tasks that call for your attention, you also need to pull yourself out of the grind regularly to look further ahead and ensure that where you are headed is where you want to go.

It can be hard to think strategically when you are by yourself. You may ask yourself, "What should I think about that is strategic?" The reason for this guide is to provide a framework and prompts for your strategic thinking about your career. It aims to demystify many aspects of achieving viability and success in an academic career to make your actions more efficient and productive. It also aims to challenge you to look within yourself to define a career of meaning and authentic purpose.

Thinking strategically about your career is part of the work of your career. However, it may not be a part of your job. You won't get fired for not having a strategic understanding of your career. Your Chair, Division Chief does not require this of you. However, if you require this of yourself, this is the secret that unlocks the greatest rewards in having a career.

> *If you want to build a ship, don't drum up people together to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.*
>
> ~ Antoine de Saint-Exupery

Appendices

Mission Refinement



- In the three columns below, please generate three to five items per column relating to your career.
- After you have generated three to five items per column, connect the boxes between columns A and B as well as between columns B and C as indicated in the instruction below the boxes.

column A
PEOPLE / POPULATIONS

In the boxes below, identify 5 groups of people or populations with whom you are most engaged.

column B
PROBLEMS / ISSUES

In the boxes below, identify 5 problems or issues with which you are most engaged.

column C
APPROACH / STRATEGY

In the boxes below, identify 5 approaches/strategies which are most natural to you.

For each box in Column B, draw lines to the boxes in Column A which the problem affects. (i.e. boxes can have multiple connections)

For each box in Column B, draw lines to the boxes in Column C where an approach is appropriate. (i.e. boxes can have multiple connections)

Mission Refinement

Mission Statement

- Once you have completed the exercise for Mission Refinement, pick the one most compelling combination of A, B, and C from that exercise that are connected. Write the content of that A-B-C combination in the appropriate boxes on the left-hand side in the table below.
- Write a mission statement, using the right-hand side of the table below, in the following format:
  To help some **people** (column A) with some **problem** (column B) through some **approach** (column C).
- Refine the wording as you see fit. You now have a mission statement! You can always change the elements of A, B, and C as your understanding of your purpose evolves.

WHAT IS YOUR PURPOSE? WHY DO YOU EXIST?

people	*problem*	*approach*
What group of **people** will you life/career impact? (from Column A on p. 1)	What issue or **problem** will your life/career address? (from Column B on p. 1)	What **approach** will you take to address the issue or problem? (from Column C on p. 1)

Career *purpose*

Write a short statement about what your career purpose will be. The statement should integrate your responses about people, problem, and approach from above.

Refine the wording as you see fit. You now have a mission statement! You can always change the elements of A, B, and C as your understanding of your purpose evolves.

Life Wheel

Prioritizing Life *domains*

- The 8 domains of your life are: career, financial, family, social, intellectual, spiritual, physical (health), and leisure.
- On page 2, circle a number which indicates how important that domain of life is for you. Assign a number from 1 to 5, where 5 = most important and where 1 = least important.
- Multiple domains can have the same number (e.g. career and social can both have a "5" or a "1")
- The total of all the numbers in the 8 domains may not exceed 25.
- **Note:** The number is based on what you WANT, rather than what may be the current state for how you allocate your energy now.



RANK THE 8 CATEGORIES IN ORDER OF *importance:*

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

reflection:

What **3 things** must you do more of as a result? Less of?

- Then, force rank the 8 domains from 1 (most important) to 8 (least important). Note: This ranking may change over the course of your life. These are not static but reflective of where you are currently in your life.
- Reflect on the three things that you must do more of and three things you must do less of in your life as a result of your stated priorities.
- **Note:** If you have a significant other, this could be a beneficial joint exercise.

Life Wheel

Life Vision

Setting Your *life agenda*



For each of the 8 domains, reflect on your intention by responding to the prompts in gray.
This reflection is the manifestation of your intent for that domain. Example intention include:

- **Financial:** $2 million in savings by the time I am 40 years old
- **Career:** Make a positive impact to the way doctors communicate with patients
- **Family:** Eat dinner together as a family on most nights of the week

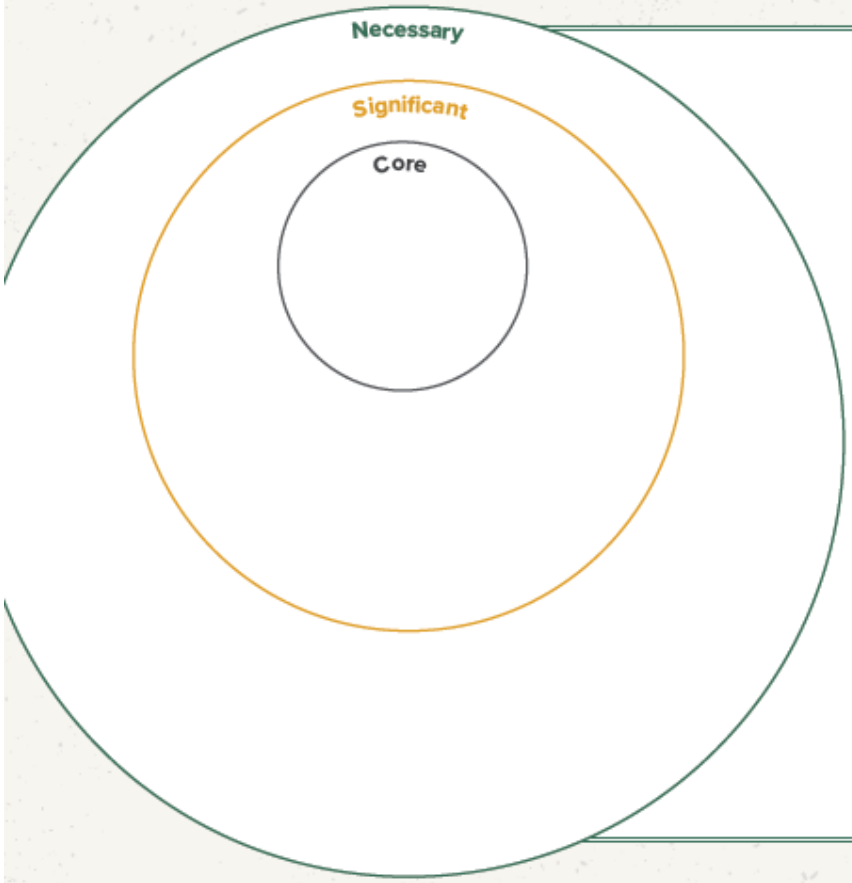
THEME	INTENT/VISION
Career	What impact will you have? / What greater purpose will you serve?
Family	How will you meet the "real" needs of your family?
Financial	How much will make you feel secure?
Health	What does it mean to be healthy?
Learning	What do you want to be the expert/master at?
Leisure	What does it mean to enjoy life?
Spiritual	How do you connect to a higher power?
Social	How will you spend time with others?

My Core Values

From the word list below:

1. Select 1 word for the "Core" circle which represent your top value.
2. Select 3 words for the "Significant" circle which represent values which are also very meaningful to you.
3. Select 5 words for the "Necessary" circle which represent values required by your circumstances.

- Authenticity
- Achievement
- Adventure
- Authority
- Autonomy
- Balance
- Beauty
- Boldness
- Compassion
- Challenge
- Citizenship
- Community
- Competency
- Contribution
- Creativity
- Curiosity
- Determination
- Fairness
- Faith
- Fame
- Friendships
- Fun
- Growth
- Happiness
- Honesty
- Humor
- Influence
- Inner Harmony
- Justice
- Kindness
- Knowledge
- Learning
- Love
- Loyalty
- Meaningful Work
- Openness
- Optimism
- Peace
- Pleasure
- Poise
- Popularity
- Recognition
- Religion
- Reputation
- Respect
- Responsibility
- Security
- Self-Respect
- Service
- Spirituality
- Success
- Status
- Trustworthiness
- Wealth
- Wisdom



Review your *values words*

Then write a short statement to answer the prompt:

What do I stand for?

My Core Values

Your Future Vision

What's next for me?



Five years from now, you are waiting on a flight home when you bump into a friend you haven't seen in a while. Your friend asks you, "It's so nice to see you! How have you been?"

You reply, "My life is amazing! Things have turned out even better than I had expected a few years ago. Life has never been better!"

In the box below, describe how things have turned out to your friend regarding your career, family, wealth, and health.

Your Career

Your Family



Your Wealth

Your Health

Vision

Networking Inventory

Creating your professional *community*

	A. MAINTAIN People who you already know well that you should maintain contact with	B. DEVELOP People who you know of but should get to know better	C. EXPLORE Categories of people who you should reach out to
Substantive Feedback (Dept. Colleagues, Readers, Professional Editor)			
Sponsorship (Senior Dept. Faculty)			
Access to Opportunities (Internal Mentors, Peer Mentors, External Mentors)			
Accountability For What Really Matters			
Role Models			

"The human condition is one about belonging. We simply cannot thrive without belonging." – John Powell

Networking Inventory

Networking Inventory

Creating your professional *community*

	A. MAINTAIN People who you already know well that you should maintain contact with	B. DEVELOP People who you know of but should get to know better	C. EXPLORE Categories of people who you should reach out to
Professional Development (Dept. Colleagues, Readers, Professional Editor)			
Emotional Support (Friends, Family & other)			
Intellectual Community (Readers)			
Safe Space			

MY COMMUNITIES OF BELONGING ARE

* Adapted from "There is no guru" by Kerry Ann Rockquemore / NCFDD Mentoring Map

Networking Inventory

3 Goals for a Successful Year

Top 3 Goals

Setting goals for success



WHAT IS MOST IMPORTANT IN THE NEXT YEAR?

These three things, which if they happen, would make this next year a success...

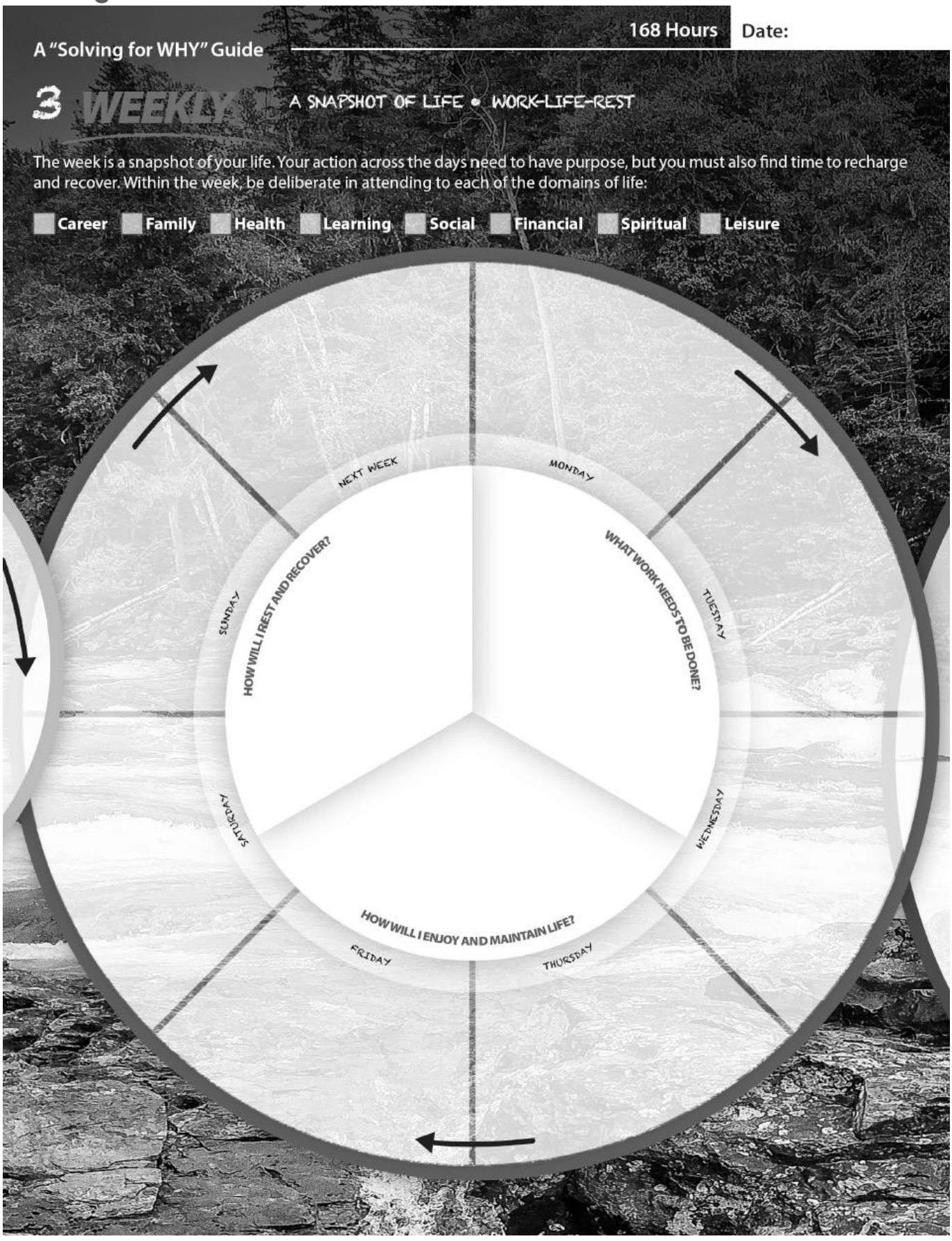
priority goal #1	What does success look like?	Key Actions:
	How do I want to feel?	

priority goal #2	What does success look like?	Key Actions:
	How do I want to feel?	

priority goal #3	What does success look like?	Key Actions:
	How do I want to feel?	

Top 3 goals

Planning the Week



Professional Snapshot

name: _____ *date:* _____

How would you describe yourself professionally?

_____

_____

_____

Where are you in the academic career process? *track:* _____



Professional *and* Personal Summary

Note: different roles will require more or less activities for different boxes.

Research & Scholarship

Not Important 1 2 3 4 5 6 7 8 9 10 Important

Past Accomplishments	**Present Priorities**	**Future Direction**

Teaching & Mentoring

Not Important 1 2 3 4 5 6 7 8 9 10 Important

Past Accomplishments	**Present Priorities**	**Future Direction**

Leadership, Admin, Service

Not Important 1 2 3 4 5 6 7 8 9 10 Important

Past Accomplishments	**Present Priorities**	**Future Direction**

Clinical & Professional Practice

Not Important 1 2 3 4 5 6 7 8 9 10 Important

Past Accomplishments	**Present Priorities**	**Future Direction**

Family Priorities

1	2	3

Personal Priorities

1	2	3