Personal Productivity and Project Medicine

Optimizing how you bring it home

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Developing Medical Educators of the 21st Century -2020

Personal Productivity & Project Management:
Translating ideas from the course to your home institution

Describe — Describe the core components of personal productivity and related theoretical construct

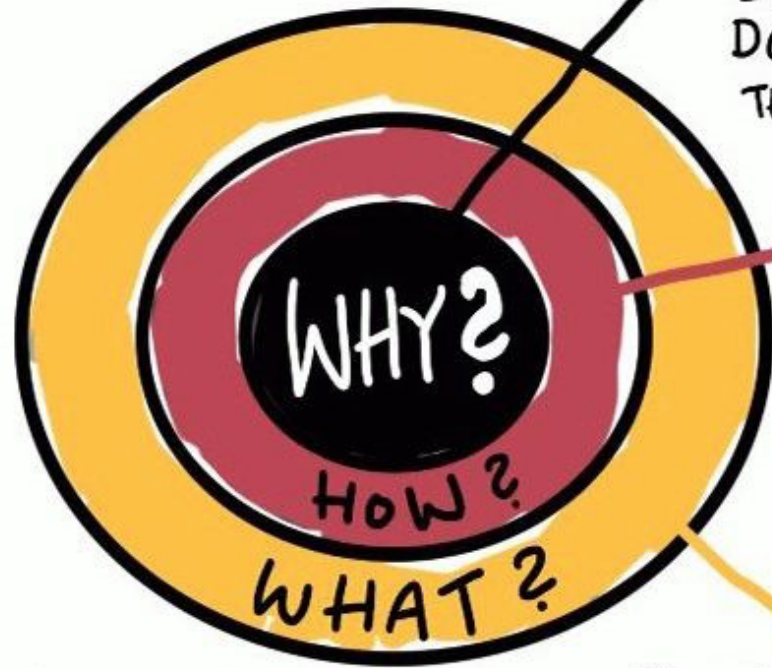**Apply** — Apply project management frameworks to your own project planning

Optimize — Optimize personal productivity through prioritized and selective time allocation
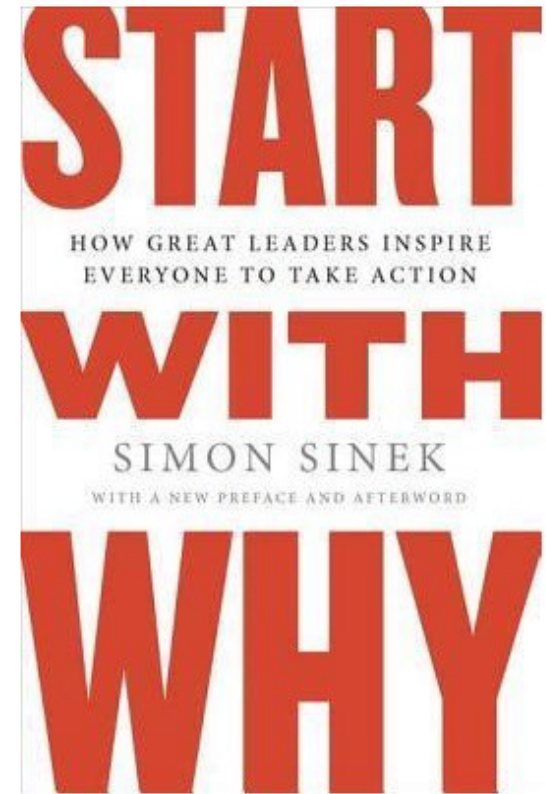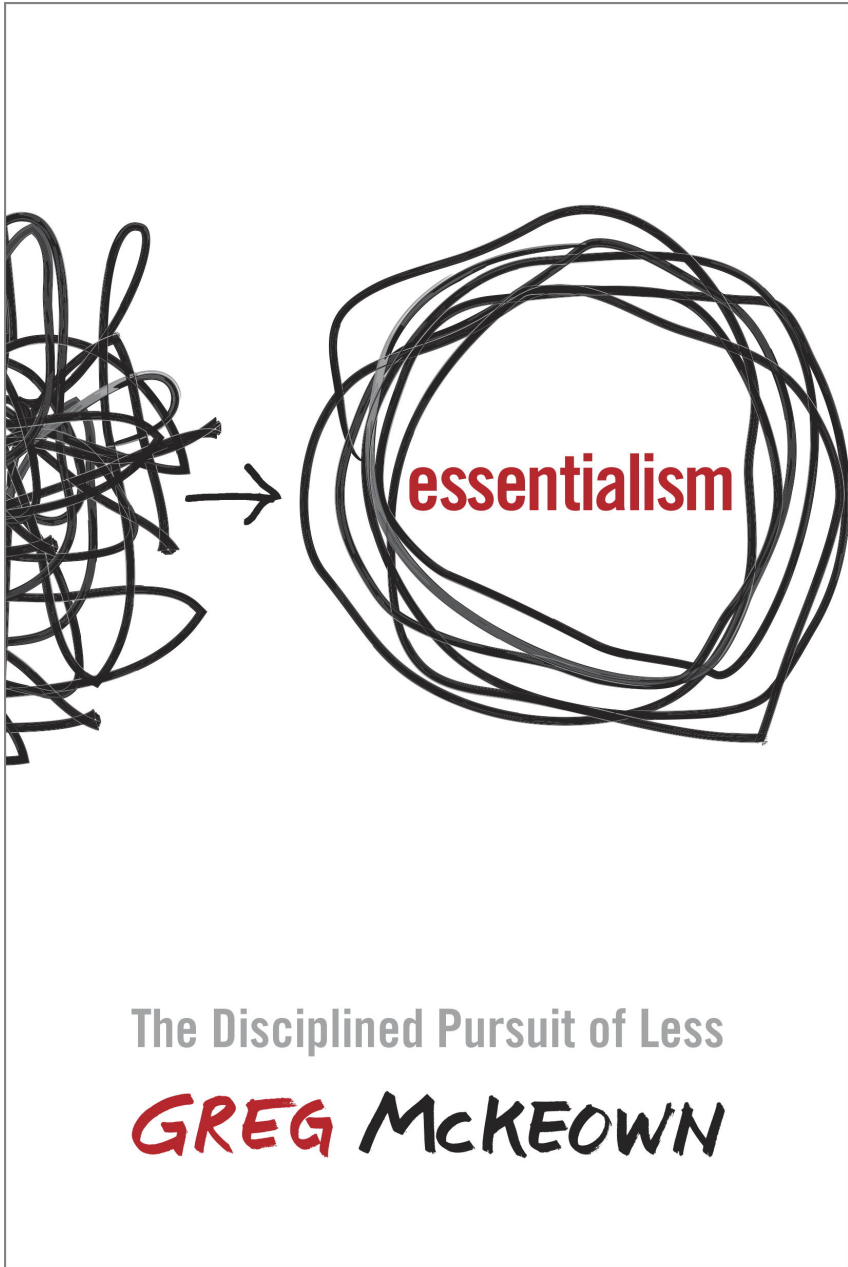
Personal Productivity

essentialism

The Disciplined Pursuit of Less

GREG McKEOWN

ENERGY

ENERGY

The Model
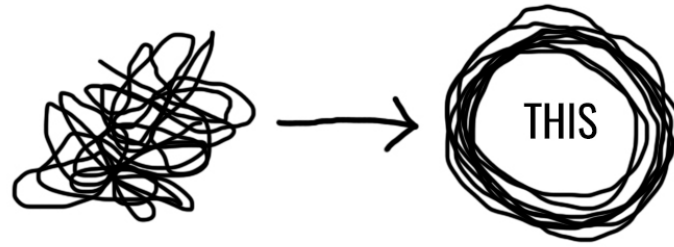
	Nonessentialist	Essentialist
Thinks	**ALL THINGS TO ALL PEOPLE** "I have to." "It's all important." "How can i fit it all in?"	**LESS BUT BETTER** "I choose to." "Only a few things really matter." "What are the trade-offs?"
Does	**THE UNDISCIPLINED PURSUIT OF MORE** Reacts to what's most pressing Says "yes" to people without really thinking Tries to force execution at the last moment	**THE DISCIPLINED PURSUIT OF LESS** Pauses to discern what really matters Says "no" to everything except the essential Removes obstacles to make execution easy
Gets	**LIVES A LIFE THAT DOES NOT SATISFY** Takes on too much, and work suffers Feels out of control Is unsure of whether the right things got done Feels overwhelmed and exhausted	**LISES A LIVE THAT REALLY MATTERS** Chooses carefully in order to do great work Feels in control Gets the right things done Experiences joy in the journey

Mindset of an Essentialist

1

Explore

Determine what is insignificant and what is essential.

2

Eliminate

Do away with the nonessential activities and commitments.

3

Execute

Create a system or process to help you execute and fulfill your intentions.

The Way of the Essentialist

"It is a discipline you apply each and every time you are faced with a decision about whether to say yes or whether to politely decline."

https://images.app.goo.gl/vFg1T9Gg7Fzv5L42A

1. Explore
Identify the vital few

The Disciplined Pursuit of Less

3. Execute
Make it effortless

2. Eliminate
Cut out the trivial things

https://www.motivize.me/action-plans/essentialism/actions/explore-and-evaluate-your-wardrobe/

THE

PRODUCTIVITY

FLYWHEEL

1 STOP — REJUVENATE, FORMULATE, EVALUATE

2 CUT — DELEGATE, ELIMINATE, AUTOMATE

3 ACT — ACTIVATE, CONSOLIDATE, PROCRASTINATE

McKeown—Essentialism

Hyatt—Free to Focus

Cutrer Work Overview

Pediatrics (0.3)

- PICU Clinical (0.3)
- Peds CCM
  - Fellowship CCC
  - Fellow SOC's
  - PICU ACE Director
  - Mentored Research
    - Alice Walz
- Hazinski Society Junior Faculty Development
  - Group Co-Facilitator

VUSM (0.7)

- College Mentor (0.3)
- LC Director (0.1)
- IP Co-Director (0.2)
- MAL Group Leader (0.1)
- Other
  - SAC
  - UMEC
  - AOA Selection Committee
  - GHHS Advisory Committee
  - LEAF taskforce
  - Core EPA Team

National

- AMA MAL
  - Large Group Co-leader
  - Sub-Group Leader
    - including
      - Outcomes
      - Student Development
- AAMC Core EPA
  - EPA 7
  - Faculty Development
- Millennium Conf Taskforce
  - Co-Chair
- AAMC LEAD
  - Faculty Mentor
- LCI Leadership Committee
  - Membership Co-Chair
- SGEA Steering Committee
  - UME Chair

Clinical

VUSM Associate UME Dean

- C2.0
- ADMIN
  - UME ASC
  - Promotions Committees
  - Grade Appeals
  - LSI
  - UMEC
  - LCME PREP
  - SAC
- Student Assessment
- Program Evaluation
  - Student CurriCom
- Assessment Refinement
- Curriculum Refinement
- Curriculum Summit
- Ongoing Work
- Core EPA VUSM Team
- Speaking to further VUSM work internally
- OUME
  - HR-Team Management
  - Faculty Career Mentorship
  - Budget
  - ????
- Scholarship
  - Project Mentorship
  - Project Participation
  - Readiness for Residency
- Course Development-Admin
  - FOP
  - Leadership Immersion
- Student Projects
- EMAIL Requests
- BURNING ISSUES

External Work

- AAMC
  - Millennium Conf
  - LEAD
  - AMA
    - CBME Strategy Group
    - ChangeMedEd-UME
    - ChangeResEd-GME
  - CoreEPA pilot
    - Leader-SC
    - Outcome 2
    - Fac Dev
    - Other Outcome
- GOLLD
- KERN-KNN
  - Character Group
  - 21st Cent Educator Conf
  - Student-led Conference
- SPEAKING-Conferences

Theme	Project	Conceptual Frame	Team	Target	Timeline
Simulation *(Simulation Center Director)*					
Mock Codes	Effect of mock codes	IPE; Team training	Jen, Shelley Diane, Lisa Tsang	Clin Peds	Published 2010
Mock Codes	Peds residents perception of IP mock codes	IPE, team training, feedback	Jen, Bridget	Rejected by Sim Healthc, Med Teach	Under review with Education for Health since Feb 2014
Mock Codes	Mock code curriculum	Team training, simulation best practices	Travis, Darren, Glenn	MedEdPortal	On the shelf
Simulation methods	Observers vs active learners in sim	Vicarious learning	Amanda, Pam	IMSH	TBD
Teamwork *(Medical Education Research Fellowship)*					
Teamwork skills	Stemmler project - qualitative	Teamwork, IP collaboration	Shelley Adler, Bridget O'Brien	Medical Education	Published 2014
Teamwork skills	Teamwork skills – tool validation	Teamwork, IP collaboration, assessment	Shelley Adler, Christy Boscardin	TBD	Summer 2014
Feedback *(Macy Faculty Scholar, Fellowship Director)*					
IP Feedback	Resident receptions of 360 evaluations	Multisource feedback, IP feedback, Social Identity	Travis, Bridget	JGME	Summer 2014
IP Feedback	ISPE feedback perceptions	IP feedback, Social Identity	Glenn Regehr, Kevin Eva, Pat & Dave	Acad Med	Summer 2014
IP Feedback	IP feedback in mock codes	IP feedback, Social Identity	Glenn Regehr, Kevin Eva, Pat & Dave	RIME oral	Summer/fall 2014
Feedback seeking	Trainees feedback seeking behaviors	Self-determination theory	Duncan	TBD	Started data collection

HOMEWORK

What to say yes to?
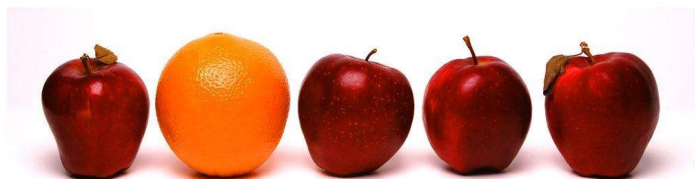
- Create a map (Cutrer example) or a table (van Schaik example) about all your roles, projects, tasks

- Look for connections and/or themes

- Project/tasks/roles that don't connect to others or don't have matching keywords don't belong in your portfolio

Table discussion

1. What makes you continue things you don't want to do?
2. What keeps you from doing what you want to do?

Saying No (so it sounds like yes)

Not a good fit for you:

- *This sounds so interesting, although at this time it isn't totally aligned with what I am focusing on. It may be a great project for X. Would it be okay if I asked X?*

- *Thanks so much thinking of me. My first impression is that it is not completely aligned with my interests. Is there a way we can modify this to match my goals?*

Want to do it, but not now:

- *I would love to do this. Can I ask what the timeline for this is? I won't be able to fit it in now but if it can wait a few months I'm game*

Want to do it, but have no time:

- *I would love to do this. Can you help me decide what I should get rid of to make space for this?*

If you can't say no

- Don't say yes right away:
  - Can I have some time to think this over?
  - I would love to run this by some of my (other mentors)
  - I would like to take a moment to review all my other projects to make sure I can give this the attention it deserves
- Make sure you have an exit strategy:
  - What is the term for this commitment? Can it be time limited?
  - Can you try it for a few months before you fully commit?
- And get something out of things that are truly a burden
  - I know that this needs to be done and want to be a good citizen. Can we discuss....

Making Time

- Block time off on your calendar to read/think/write
- Have a reading/thinking/writing partner
- Turn off your email when you're reading/thinking/writing
- Delegate tasks that you can delegate (even if you do it faster yourself)
- Say yes to things that align well with your goals
- Say no when your plate is full

Priority Matrix activity

https://www.beesapps.com/en/the-lab-blog/5-smart-ways-to-use-sticky-notes/

https://images.app.goo.gl/3uuooQFnTeQ8gdx48

Priority Matrix Exercise

- Create your to-do list for the next 2-3 weeks
- Make sure you incorporate things you want to do as a result of the course – the one idea you selected from your passport over lunch

List 10-15 tasks that you hope/plan to accomplish over the next 2-3 weeks:

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

Priority Matrix Exercise

	URGENT	NOT URGENT
IMPORTANT		
NOT IMPORTANT		

Priority Matrix Exercise

Reflection Questions:

Which quadrant did you place most of your tasks into? Why or why not?

Was this surprising? Why or why not?

Any patterns of locations for your tasks?

Any revelations about your upcoming tasks/work?

If you created a task list of only tasks related to follow-up items or thoughts from this conference, where would you place them within the matrix?

Take home points and commitments

Connect your work to why you do it

Make time to reflect and plan

Commit to the work that fulfills the why

Commitment

Before you leave....

- Find someone you have connected with during the course on an idea that you want to bring back to your institution
- Make a commitment that you will work on the idea and check-in in 6-12 months