

Email Dependence Test

1. You worry that colleagues may receive more emails than you do

- A) All the time
- B) A lot
- C) A little
- D) Not at all

2. You talk with colleagues about how many emails you receive

- A) Every day
- B) Most days
- C) Sometimes
- D) Never

3. You spend more than one hour dealing with emails

- A) Every day
- B) Most days
- C) Occasionally
- D) Never

4. You receive amusing or interesting junk emails

- A) All the time
- B) Often
- C) Sometimes
- D) Never

5. You copy and send junk emails on to colleagues

- A) Very regularly
- B) Sometimes
- C) Very Occasionally
- D) Never

6. You read every email that you receive

- A) Every day
- B) Most days
- C) Occasionally
- D) Never

7. You deal with emails as soon as they arrive

- A) Always
- B) If at all possible
- C) If it is easy to do so
- D) Never

8. When you write an email to someone, you copy it to at least once other person "FYI"

- A) As a matter of course
- B) Normally
- C) Sometimes
- D) Almost never

9. How many mailing lists do you receive emails from that you do not need to be on?

- A) An enormous number
- B) Quite a lot
- C) A few
- D) None

10. You check your emails on the weekend

- A) Every weekend
- B) Most weekends
- C) On the occasional weekend
- D) Never

11. You check your emails on vacation

- A) Every day
- B) Most days
- C) Occasionally
- D) Never

12. In order to make time for emails, you postpone other work that you know that you should be doing

- A) Every day
- B) Most days
- C) Sometimes
- D) Never

Total Scores

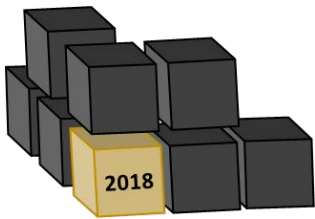
37-48: Major addiction, email severely hampering your time efficiency

25-36: addicted

19-24: abusive

12-18: healthy relationship with email

(SkillSoft Corporation Job Aid Series, 2007)



Career Cornerstones: Session 1

WORKSHEET: INDIVIDUAL CAREER DEVELOPMENT PLAN (IDP)

This worksheet will help you start the process of developing an individual development plan (IDP). IDP is a working document. All faculty are encouraged to complete an IDP. Junior faculty are encouraged to initiate their plan in years 1-2 and, at minimum, update on an annual basis. Next step will be to transfer the information on this worksheet to your Department's unique individual development plan.

Part 1. Your Vision and Self-Assessment

Mission/Vision: Reflect on why are you here, why did you come here to work, what makes you persist through challenges for this work.

Example: to become a leader in stress reduction approaches for children and adolescents with the goal of reducing migraines.

My main goals are: For the purposes of this worksheet, document 2-3 main goals related to a specific mission area – i.e. clinical, research, leadership and administration etc.

Example: to improve care coordination, and decrease emergency department utilization and hospital re-admissions for vulnerable populations through the use of cost efficient programs.

Primary goal: From the list above, select 1 main goal to work on during this workshop.

Example: build a career as an independent investigator focused on implementing generalizable, cost-effective transitions of care interventions.

Milestones: Identify monthly, quarterly, annual milestones that need to be achieved in order for you to reach your primary goal.

Example: To achieve my 5 year vision I will need to meet these annual milestones:

- In the next 12 months, I will have completed:
 - 1)
 - 2)
 - 3)

- By the end of Year 2, I will have completed:
 - 1)
 - 2)
 - 3)

Part 2. Professional Effort

Effort assessment: Please enumerate your major faculty activities by estimating your **percent effort** devoted to the activities in each section—keep it simple using a base number of realistic hours worked/clinical FTE (you must account for sleep—no one gets more than $7 \times 24 = 168$) and actual worked %FTE that must add to 100%! It might help to do a simple time study for a typical week. You can reference this as you plan goals and professional development activities for the year. This could be a good subject to discuss with a mentor.

Type of work	Percent effort PAID or ASSIGNED (MUST ADD TO 100%)	Percent effort ACTUALLY in real life (MUST ADD TO 100%)	GOAL for Percent effort PAID or ASSIGNED <i>next year</i> (MUST ADD TO 100%)
Clinical Care			
Teaching/Mentoring			
Research/Scholarship			
Service/Administration			
Other			

Reflection:

Where are your opportunities to align/leverage your paid/assigned/actual to get to the GOAL percent?

What are your current or potential barriers/challenges to alignment?

Part 3. Mentoring Team

All faculty members no matter how accomplished benefit from mentoring. Identify mentors and advisors to balance knowledge of major areas of focus (content experts) and commitment to helping the mentee in professional development (career mentor). Add a role if you need it, even if you have not identified the right mentor, as a mentoring team gap.

Mentor type	Mentor and Mentor Role	Frequency of Contact
Career		
Research		
Clinical		
Peer		
External mentor(s)		
Other...		