

Session # 8: **You Don't Always Need to Say "Yes"-Aligning Goals to Opportunities**

Presentation will begin at 12:00 PM (PT)



ITHS

Institute of **Translational** Health Sciences
ACCELERATING RESEARCH. IMPROVING HEALTH.

Periodic Table of ITHS

Ad Administration	<div>Overall</div> <div>Training Programs</div> <div>Translational Endeavors</div>	<div>Biomedical Informatics</div> <div>Research Methods</div> <div>Community & Collaboration</div>	<div>Network Capacity</div> <div>Research Capacity</div> <div>Optional Functions</div>	Bi Biomedical Informatics	Nc Network Capacity/ Hub Liaison Team
Ev Evaluation	KI KL2 Program	Tw Translational Workforce Development	Ce Community Engagement	Be Biostatistics	Pc Patient & Clinical Interactions
Gc Gene & Cell Therapy Lab	TI TL1 Program	Pi Pilots	Ts Team Science	Rk Regulatory Knowledge & Support	Is Integrating Special Populations

What We Offer:

1. Research Support Services

Members gain access to the different research services, resources, and tools offered by ITHS, including the ITHS Research Navigator.

2. Community Engagement

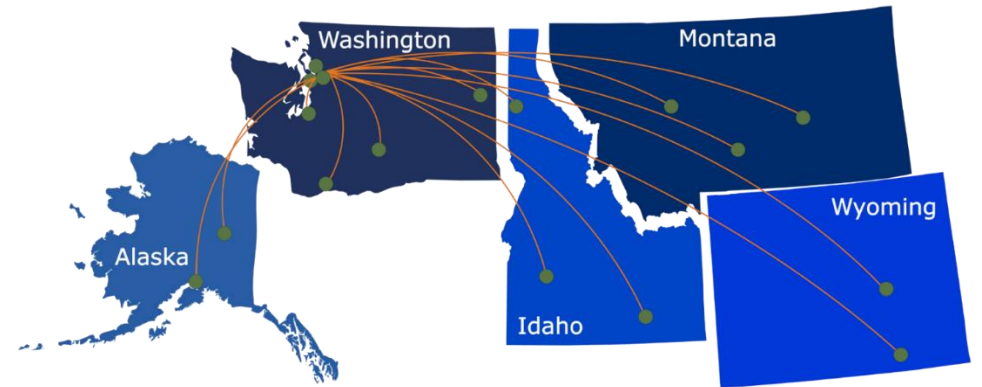
Members can connect with regional and community based practice networks

3. Education & Training

Members can access a variety of workforce development and mentoring programs and apply for formal training programs.

4. Funding

Members can apply for local and national pilot grants and other funding opportunities. ITHS also offers letters of support for grant submissions.



Session #8: You Don't Always Need to Say "Yes" Aligning Goals to Opportunities

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REFLECTING ON OUR FOCUS FOR 2024-2025: DEVELOPING YOUR COLLABORATIVE LEADERSHIP POTENTIAL

What do we mean by collaborative leadership potential?

- ▶ Understanding, improving, and owning your contribution to team effectiveness
- ▶ Developing skills to communicate & build trust with your collaborators
- ▶ Identify ways to collaboratively achieve goals and solve problems



Learning Objectives

- Compare & contrast 3 approaches to help guide decisions about saying “yes” vs. “no” to a new leadership opportunity
- Evaluate alignment between goals & opportunities in real-world scenarios
- Practice strategies for saying “no” to opportunities that are not a good fit with your goals
- Formulate plans to be ready for anticipated & unanticipated growth & change

Approaches to help guide decisions about saying “yes” vs. “no” to a new leadership opportunity

1. Always say “yes”
2. Embracing the power of “no” by screening for “Fame, Fun and Fortune”
3. Adapted Eisenhower Matrix: Time and Goals¹

Important Note: You may not always have the option of saying no.

Examples:

- 1) Mentors may require all the individuals that they mentor to do a formal research presentation or lead a certain number of meetings each year. Hint: Identify & include these types of requirements in mentorship agreements - see session 6 (Mentorship and Leadership at Different Career Stages <https://www.iths.org/event/mentorship-and-leadership-at-different-career-stages/>)
- 2) Departments may have requirements that all early career faculty complete a portion of their service hours in a particular area.
- 3) Staff may have requirements of their position that are not completely in alignment of their goals.

Today’s session pertains to the multitude of areas where there is personal discretion to say yes or no.

Approach 1: Always Say “Yes”

Have you ever embraced this framework?
If so, how did it go?

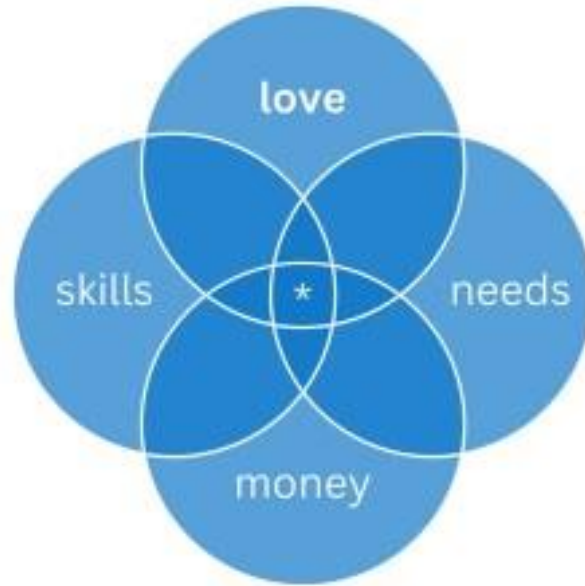
- May be useful in certain times & places— particularly if exploring a new area (e.g. moved institutions, started a new program, exploring a new field) or if you are still uncertain about your direction.
- Proceed cautiously with this approach in research / academia – in most cases in the sciences you came with a set of goals & interests that you are seeking to pursue
- Easier to say “yes” in the moment (saying “yes” is easier than saying “no”)¹, but pay attention to whether you are:
 - 1) Enthusiastically consenting vs.
 - 2) Reluctantly complying vs.
 - 3) Giving in
- Less effort & better work associated with being & working with “willing partners”^{1,2}

Approach 2: Embrace the power of “no”

Decision-Making in Academia

Prioritizing when to say “no”

(A)



* Ikigai

(B)



Will this opportunity give me **scholarly recognition** and **visibility** in my field?

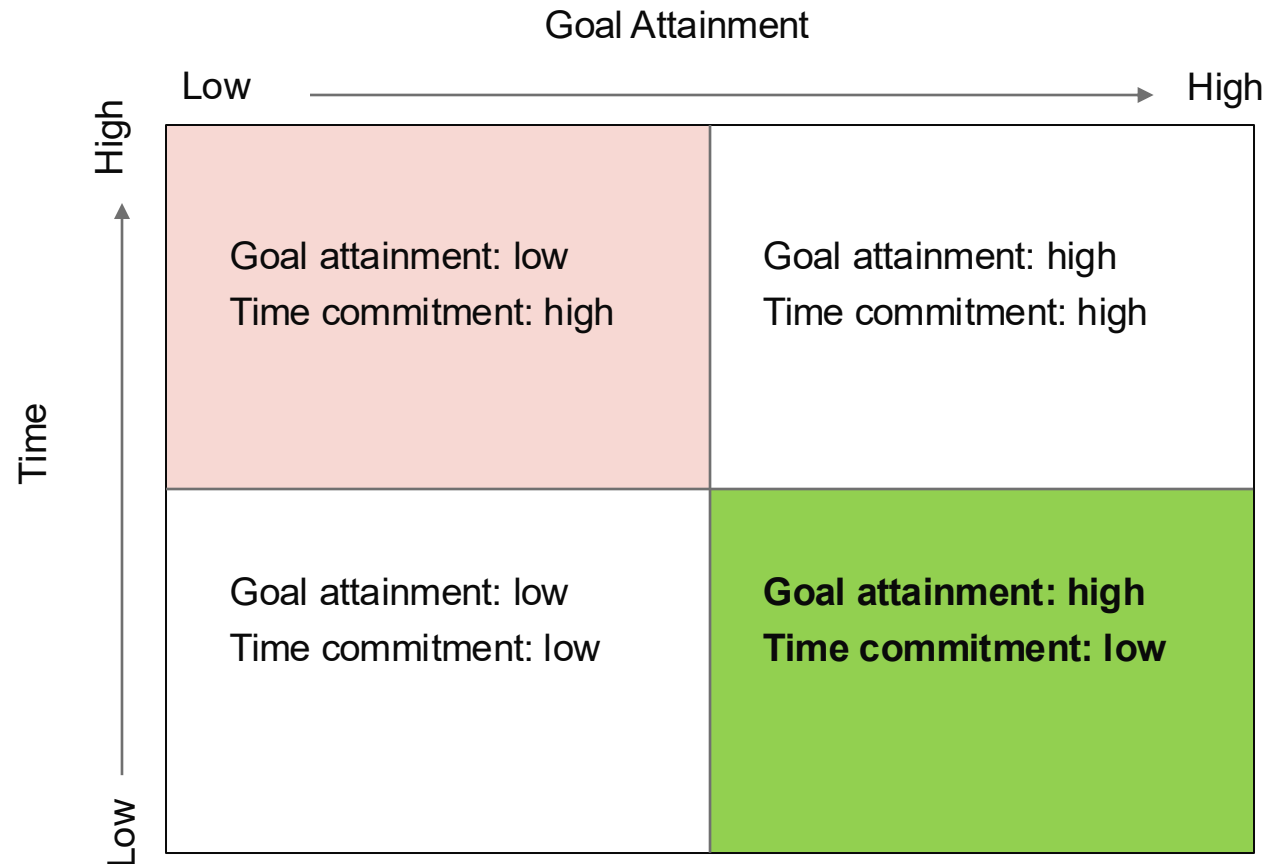


Will this opportunity provide **financial benefits** or **resources** to support my goals?



Will this opportunity bring me **joy, satisfaction, or fulfillment**?

Approach 3: Adapted Eisenhower Matrix: Time and Goals



Note: You need to pay attention to promotion needs (if you want to be promoted) and to workload requirements.

Evaluate alignment between goals & opportunities

Identify your goals:

- Key Resource: Individualized Development Plans¹
- Iterative process of reflection, development, progress²

Map alignment between goals & opportunities

- Know your goals & objectives & how they map to your time
- Key Resources to help visualize alignment:
 - Flow mapping to determine how much time an opportunity may take
 - Career Timelines to facilitate visualization & feasibility assessment in relation to long-term goals (e.g. grant writing)³
 - Adapted Eisenhower Matrix or other Decision-Making approach⁴



[ITHS | Developing Your Individual Development Plan for Leadership](#)

References: 1) Jan 2025 TS Session; 2) Biswas, 2019; 3) [Using Timelines to Diagnose Problems in Career Planning - Edge for Scholars](#), 2019; 4) Covey, 1989

Flow Mapping Post it style

Step 1- Identify the first and ending steps of the commitment

Step 2- Brainstorm the activities that occur between the two.

Step 3- Move post its in order of occurrence

Step 4- Estimate the time commitment of each step.

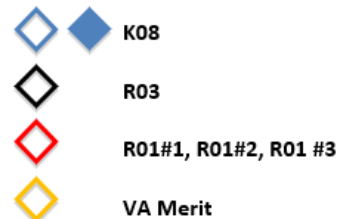
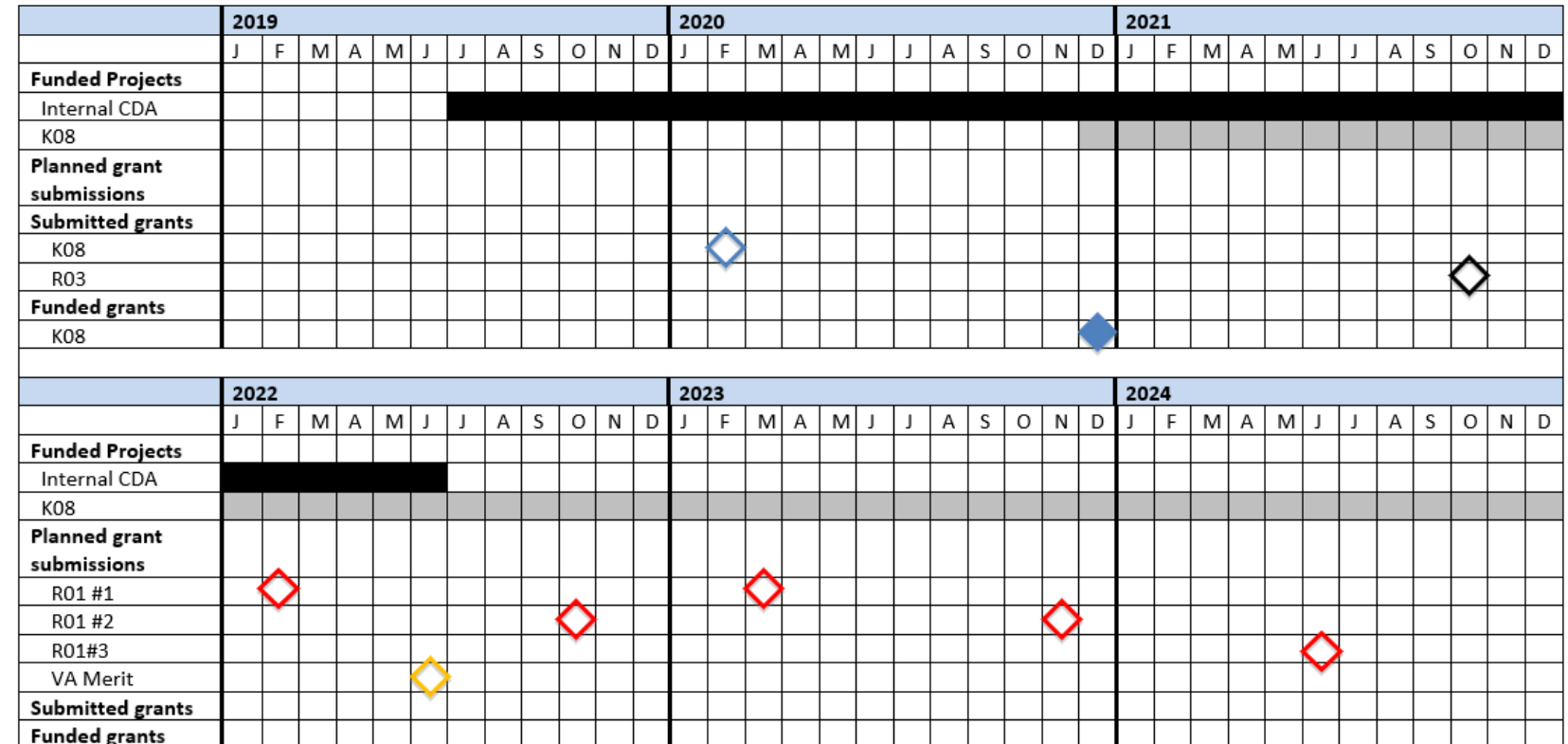
May need to put timeframe in there as well so that you have an idea of your FTE over time.



Career Timelines

- Facilitates visualization of goals in relation to time
- Allows for assessment of feasibility of plans, taking into account bottlenecks in timing & built-in lags in submission/review cycles
- Useful tool to discuss/review/share with mentors &/or research team members when determining whether/when to submit a particular grant or take on a new project/opportunity

CAREER DEVELOPMENT TIMELINE – example



Reference: <https://edgeforscholars.org/using-timelines-to-diagnose-problems-in-career-planning/>

Example 1: Taking Minutes

Say "YES" Approach 1: Say yes, hoping that this support will be recognized as a team player who supports her leadership

Fame, Fun, Fortune Approach 2: No Fame, No Fun, No Fortune

Adapted Eisenhower Approach 3: Low Goal obtainment, Low time

Example 2: Assistance Writing a grant

Say "YES" Approach 1: Say yes, gaining opportunity to try a research area you might like, giving exposure to the grant writing process

Fame, Fun, Fortune Approach 2: **Fame**- not a lot, because you are only supporting, but depending on your work and ideas, it may get you some fame with the 2 co-PIs, **Fun**- cowriting or assisting in writing a grant provides opportunity to see other's thoughts, **Fortune**- are you being written into the grant, does it support your education costs, does it have a salary?

Adapted Eisenhower Approach 3: Opportunity for articles in future, aligns with research track, due to co-PIs success in past high chance of getting grant. Intense time for a smaller period of time.

Example 3: Clinical Director Position

Say "YES" Approach 1: Say yes, this is a step towards leadership. It affords access to those who may be interested in becoming research participants.

Fame, Fun, Fortune Approach 2: Medium fame, Low on Fun, has some FTE associated with it, but the FTE is less than the time commitment

Adapted Eisenhower Approach 3: Access to finding future participants or affect change in the clinical environment and first opportunity at leadership, at least 25% FTE, so time is high. If participants have historically been an obstacle, this might move goal obtainment to a higher level.

Strategies for saying “no” to opportunities that are not a good fit with your goals

1. Say “No Thank You”
2. Ask for time to decide (especially if you have a hard time saying “no” outright) then respond with:
 1. No Thank You
 2. Not Now/Not Yet
 3. Yes, but...
 4. No, but...
3. Check in with a “no-detector” (e.g. mentor, department chair, peer, etc.)
4. Recommend another person (ideally someone who would see this as a good fit with their goals)

Swartz TH, Abdul-Mutakabbir JC. Striving for equity in academia: embracing the power of no in decision-making. FEMS Microbiol Lett. 2023 Jan 17;370:fnad112. doi: 10.1093/femsle/fnad112. PMID: 37863835; PMCID: PMC10636489.

Breakout Groups of 6

How can you apply these approaches to a current or past opportunity?

One example from the group

Examples of ways no to an opportunity?

What is your greatest challenge in this area?

Examples continued for saying "No"

- Example 1 Taking minutes: I'd be happy to take for today, but perhaps we can rotate in the future
- Example 2 Grant writing: I'd love to be involved on a future grant, I am particularly interested in xx topic. Do you know of anyone doing this type of research?
- Example 3 Medical Director: This is a wonderful offer, I don't think it is right for me and my goals, but xxx has expressed interest in being more involved Clinically

Formulate plans to be ready for anticipated & unanticipated growth & change

- Build in routines for periodic updates to goals & plans
 - Individualized Development Plan
 - Timeline Planning Worksheet
 - Strategic Planning (e.g. quarterly, annually)¹
- Periodic SWOT Analysis
- Types of events that may prompt you to re-evaluate:
 - Funding availability
 - Life Events (personal, family changes, etc.)
 - Promotions, moves, etc.
 - Organizational changes

Reference: 1) NCFDD, Skill #1: Every Semester Needs a Plan <https://www.ncfdd.org/webinars/semesterplan25>

Swot Analysis

What's in a SWOT analysis?



BiteSize Learning

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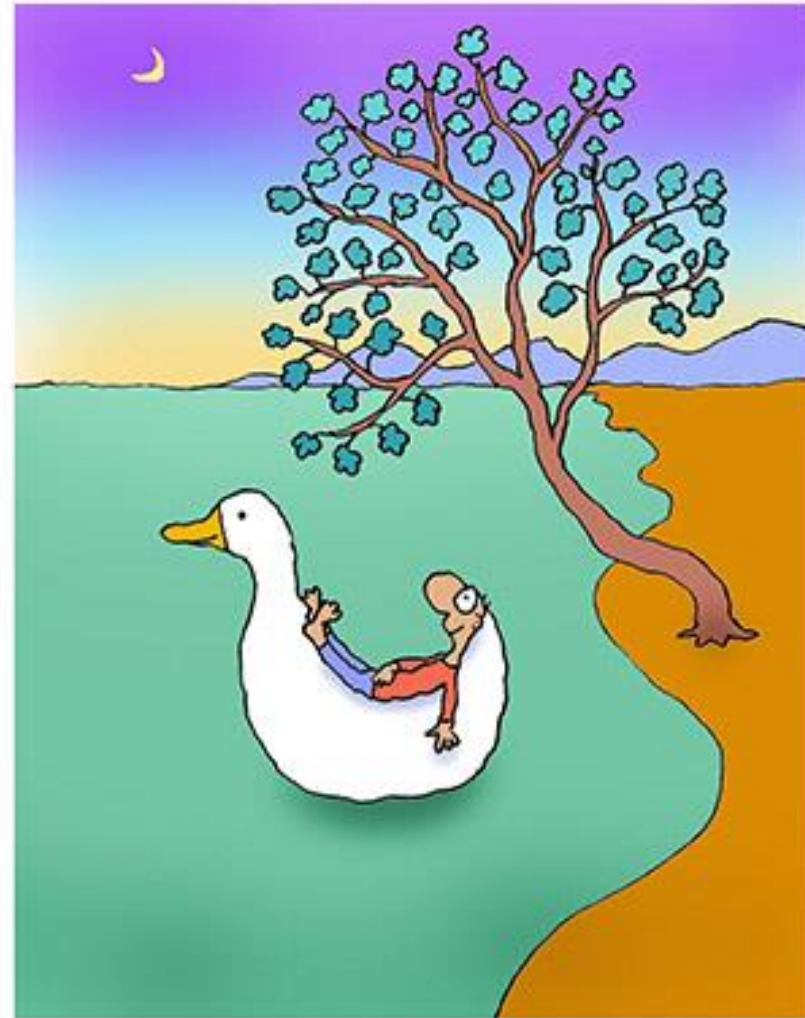
Debrief/Wrap-Up

- ▶ Please provide feedback on today's session!
 - ▶ Feedback in chat
 - ▶ Complete today's session evaluation (*If you registered for this session, you will receive an email link to the evaluation. If you have not registered, please email Laurel Barchet at lah19@uw.edu to receive a link.*)

JOMO (Joy Of Missing Out.)

Oh the joy of missing out.
When the world begins to shout
And rush towards that shining thing;
The latest bit of mental bling –
Trying to have it, see it, do it,
You simply know you won't go through it;
The anxious clamouring and need
This restless hungry thing to feed.

Instead, you feel the loveliness;
The pleasure of your emptiness.
You spurn the treasure on the shelf
In favour of your peaceful self;
Without regret, without a doubt.
Oh the joy of missing out.



Leunig