SciPhD Training

Preparing Scientists for Successful Careers in Industry

Human Workflows, LLC

Developing Your People

- ❑ Collaboration
- ❑ Enabling
- ❑ Empathy
- ❑ Rapport

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Larry Petcovic, MS[2]

Co-founders, SciPhD.com

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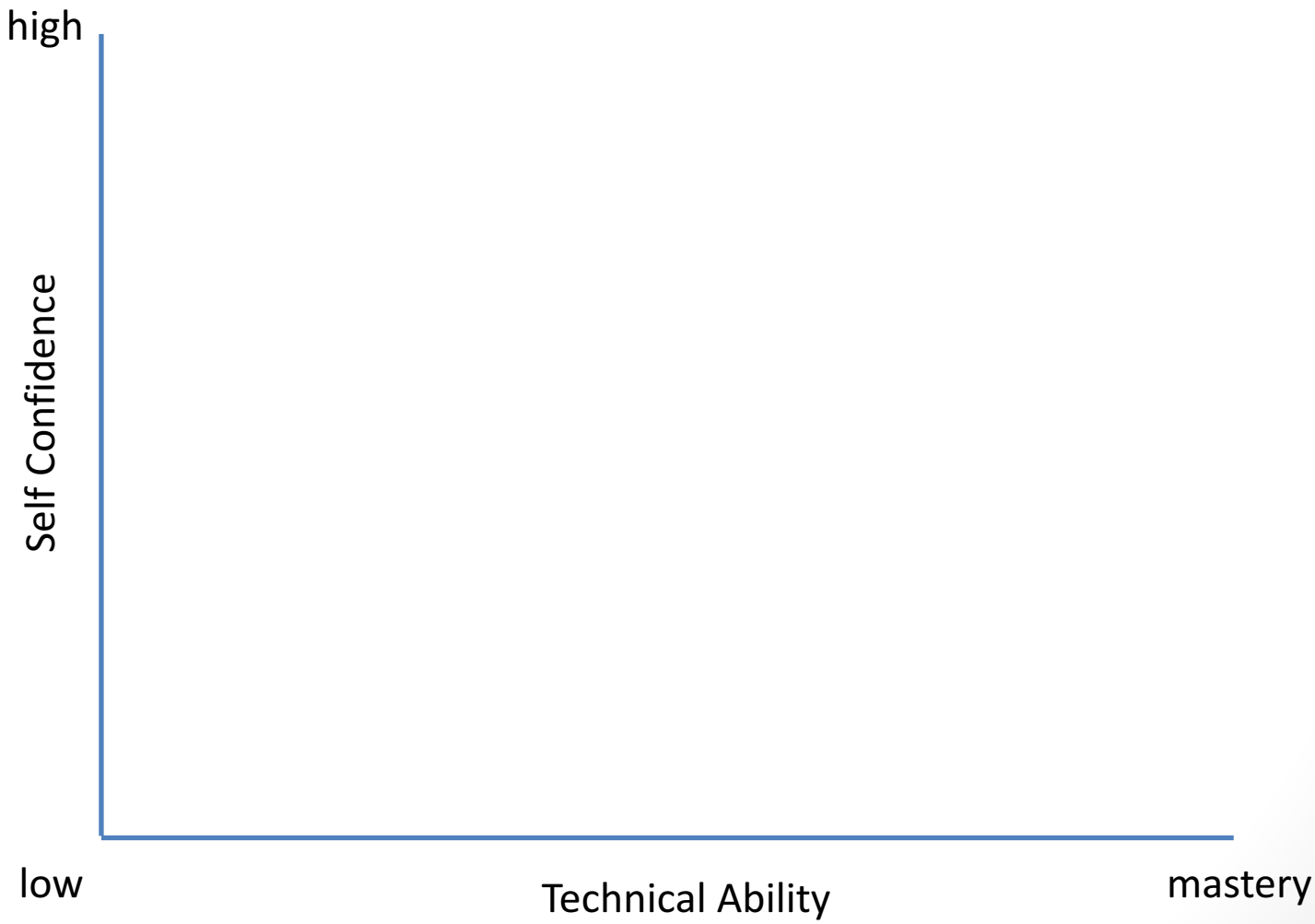
What factors helped in your own development?



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First: What motivates people to high levels of performance?

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Answer?

www.**youtube**.com/watch?v=u6XAPnuFjJc

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Video Debrief

- Identify the top three lessons learned from the video

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What role did/will these play?

	Get my PhD	Get my first Job
Mastery		
Autonomy		
Purpose		

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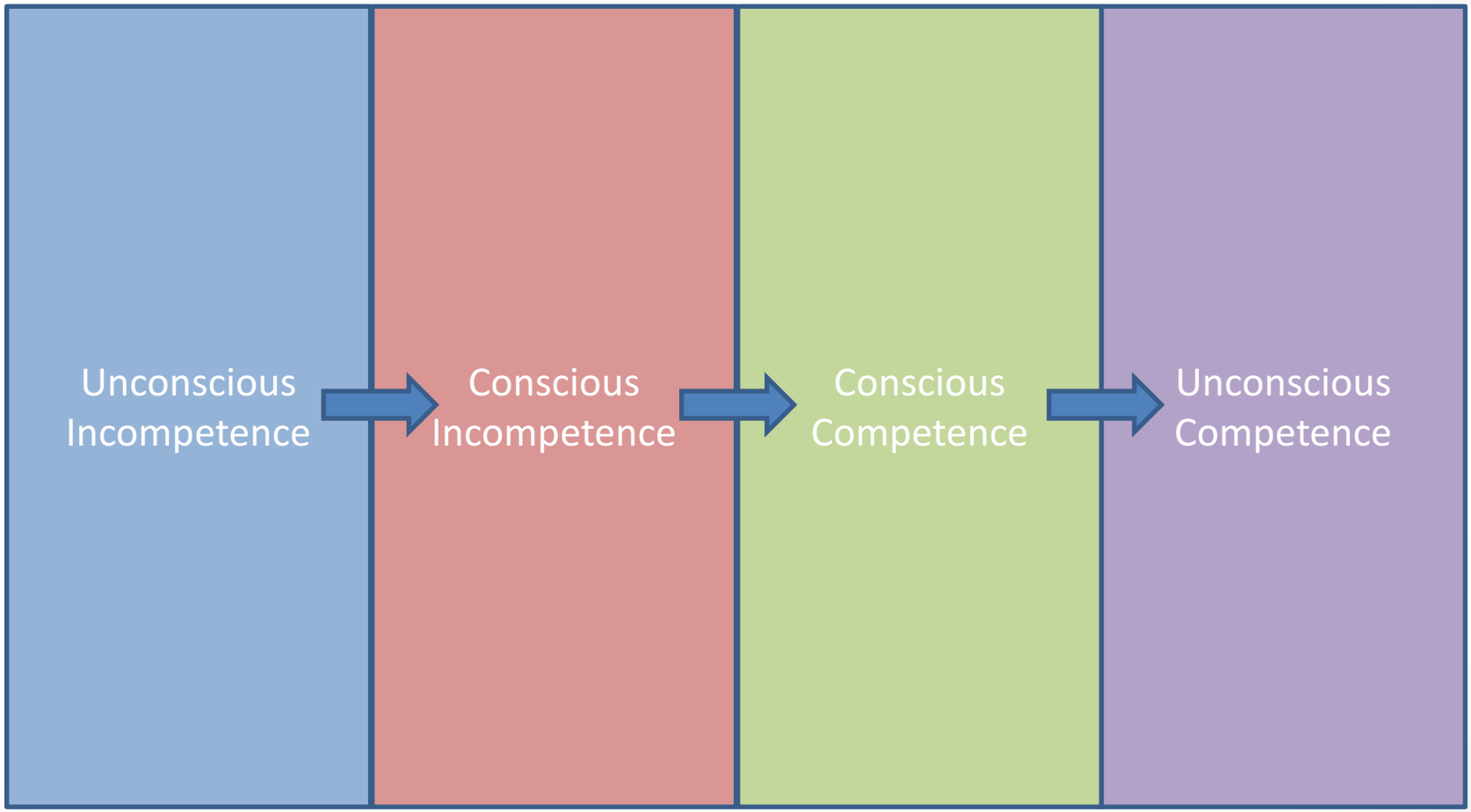
Four Stages of Development



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Real Life Example: I Wanna Ride a Bike!!!

Unconscious incompetence

Unconscious competence

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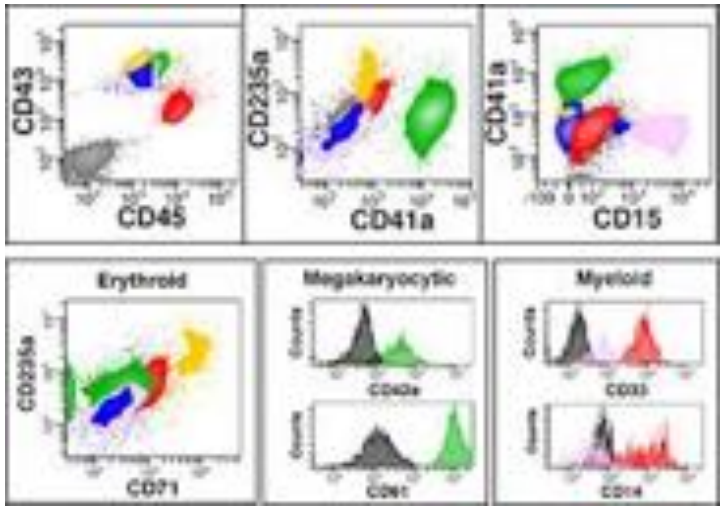
Real Life Example: Flow Cytometry

Unconscious incompetence



Unconscious competence

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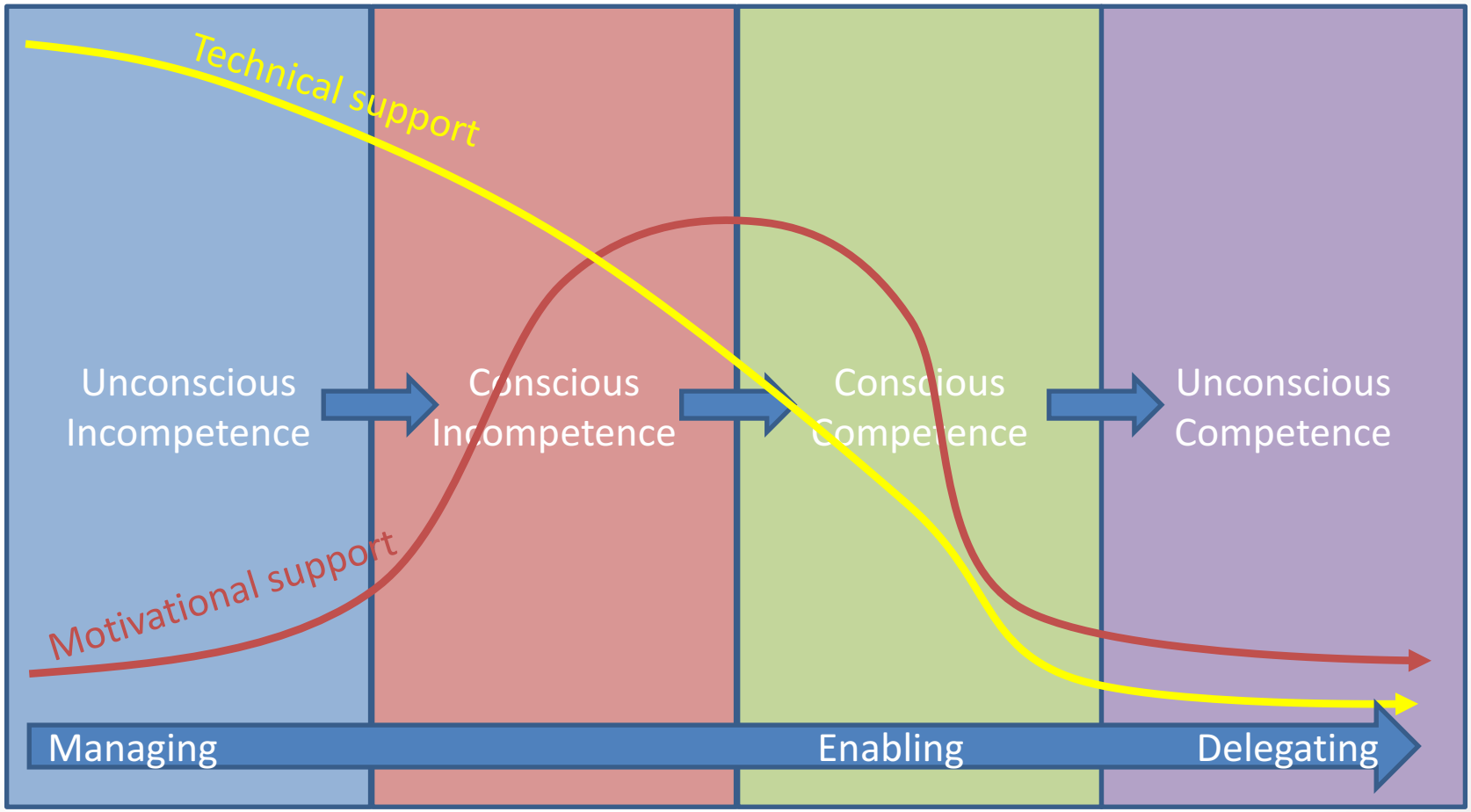

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Phases of Learning

	Unconscious Incompetence	Conscious Incompetence	Conscious Competence	Unconscious Competence
Technical Knowledge	low	medium	high	high
Motivation	high	variable	variable	variable
Confidence	variable	low	medium	high
Mastery	low	medium	high	expert
Autonomy	low	low	medium	high
Purpose	variable	variable	increasing	increasing

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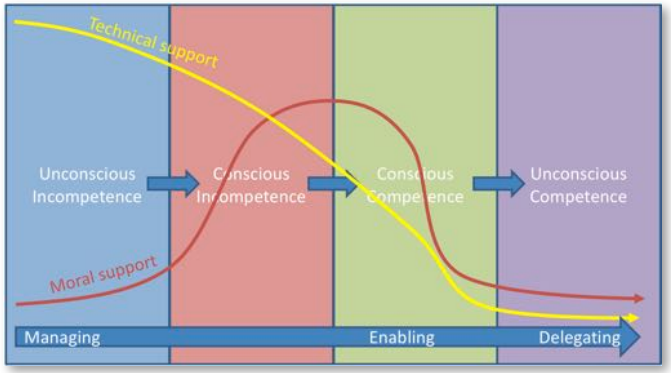
Putting it all together



ISTJ "Take Your Time and Do It Right"	**ISFJ** "On My Honor, to Do My Duty…"	**INFJ** "Catalyst for Positive Change"	**INTJ** "Competence + Independence = Perfection"
ISTP "Doing the Best I Can With What I've Got"	**ISFP** "It's the Thought That Counts"	**INFP** "Still Waters Run Deep"	**INTP** "Ingenious Problem Solvers"
ESTP "Let's Get Busy!"	**ESFP** "Don't Worry, Be Happy"	**ENFP** "Anything's Possible"	**ENTP** "Life's Entrepreneurs"
ESTJ "Taking Care of Business"	**ESFJ** "What Can I Do For You?"	**ENFJ** "The Public Relations Specialist"	**ENTJ** "Everything's Fine – I'm in Charge"

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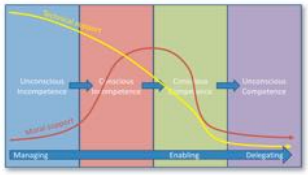
Putting it all Together

- ☑Determine the level of competence of the trainee
- ☑Based on competence, determine kind of leadership support
- ☑Consider the trainee's personality preferences (MBTI)
- ☑Develop targeted approach to provide the needed support
- ☑Consider how your leadership will promote your trainee's autonomy, mastery and sense of purpose, resulting in a motivated team member.



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"People and Task" Worksheet: Developing People

Student	E/I	S/N	T/F	J/P	Leader
Task: Washing Glassware			**Name: Bill Jones (ISFP)**		
D1	I: read procedure first.	S: List out detailed steps and demonstrate.	F: Check their progress daily to reinforce positives.	P: Set deadline for complete delegation.	**S1**
Task: Developing Research Project			**Name: Jan Evans (INTJ)**		
D4	I: give JE articles to read ahead of time and then ask leading questions to spur conversation	N: During conversation about project, focus on concept and goals rather than specific objectives and tasks	T: Discuss/agree on logical success criteria	J: Tell JE to develop action plan that you will gladly review whenever it's ready.	**S4**
Task: Grad student learning new technique			**Name: Wendy Brandon (ESFP)**		
D2	E: Ask what aspects are working for her and what parts she needs help with	S: Work with her to outline detailed steps necessary to accomplish the technique- supplies, reagents, and steps	F: Reinforce positive accomplishments. Offer to provide assistance "if you feel it would be helpful"	P: Review progress and make sure training focus stays on task and doesn't expand.	**S2**
Task:			**Name:**		
D__					**S__**

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Class Activity

- Select a task for mentoring you are currently doing or experiencing and fill out the People and Task Worksheet Action Plan

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Class Activity

How would you answer the following interview question:

"Tell me about a time when you taught someone a new technique."

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Applying Your New Knowledge

- Developing People
  - Collaboration
  - Enabling
  - Empathy
  - Rapport

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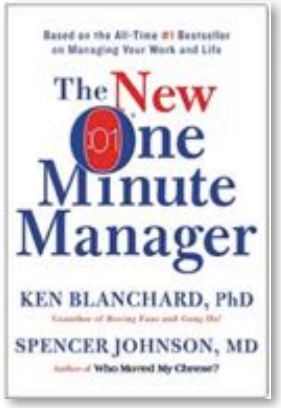
Three Principles of Effective Managing



Set “One Minute Goals”

Catch Them Doing Something Right
(“One Minute Praise”)

Effectively manage when something goes wrong
(“One Minute Re-directs)

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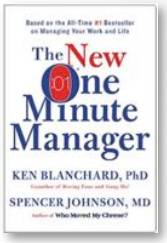
One Minute Goals



- Identify 3-5 major goals (80/20 rule)
  - “80% of most important work is typically from 20% of the goals”
- Summarize each goal in 3-5 sentences (one piece of paper)
- Make your written goals visible
- Review major goals regularly

PURPOSE

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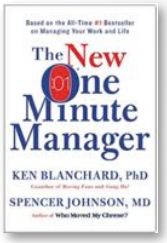
One Minute Praise



- Check with your team members regularly
- Look for opportunities to praise, and do so
  - Be specific
  - Say how good you feel about the accomplishment
- Let the praise “sink in”
- Encourage them to “keep it up”

MASTERY

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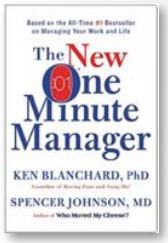
One Minute Re-directs



- Re-clarify mutually agreed-to goals
- Confirm what actually happened
- Describe the specific error
- Express your concern
- Pause and let your concern “sink in”
- Express your confidence in their ability

When it’s over, IT’S OVER!!

MASTERY

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Class Activity

- Develop Experience Statement from your past that captures as many of the core and operational competencies of Developing Your People as you can.
- Map your Experience Statement to SciPhD Core Skills
- Complete Business Competency Matrix

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Congratulations

- Developing People is always Developing Yourself and building your capacity for more challenging and advanced positions in business!!

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