Chapter 1

Practices of Peak Performing Professors

> If you want to change the world, whom do you begin with, yourself or others? I believe if we begin with ourselves and do the things that we need to do and become the best person we can be, we have a much better chance of changing the world for the better.
>
> —Aleksandr Solzhehnitsyn

"BOY, DO I need you," said the slightly disheveled, out-of-breath woman as she flopped into one of the last remaining seats near the front of the hotel ballroom where my workshop on peak performing professors was about to begin. Her lopsided name tag identified her as Mary, and she looked as if both her alarm clock and her hairbrush had failed her this morning. She continued, talking more to the air than to me: "I'm a mess. I can't seem to figure out what to do, when to do it, and for whom to do it." As if the "for whom" didn't give her away as a professor of English, my guess was confirmed when she took the Peak Performance Assessment Tool (see the exercise later in this chapter) and distracted herself by correcting my word choice and punctuation.

Later that afternoon, during the coaching session that the conference organizers had arranged, I met with Mary, who expressed concerns similar to those of other faculty discussed in the Introduction to this book. After her download, she exclaimed, "Wow, I'm even more of a mess than I thought! I really need your help in managing my time better." I reassured her, as I am reassuring you, that things might not be as bad as they seem. Many faculty are just a few tweaks away from living their ideal lives. Because these professors are so close to their own situations, however, they just can't see what those key changes are—or they would have already made those tweaks. What many professors think they need to resolve their confusion is better time management. As it turns out, they are misguided in their quest.

Why You Don't Need Time Management

The effort to manage time so that you can get more done is misguided for three reasons. First, time can't be tamed. We can't actually manage, save, or borrow time. The ideas that we can "find time," "make time," "save time," and "lose time" are not helpful concepts because time exists only as a mental construct, one that varies independently of anything you do to control it. Humans confuse their devices, such as calendars and clocks invented to measure the movement of the moon, sun, stars, planets, and seasonal changes, with the grandiose notion that we actually manage those celestial occurrences.

Instead, every Sunday night at midnight the magic reset button is pushed, and you get a new supply of 168 hours for the new week. You don't control getting those 10,080 brand new minutes, but you can use them any way you wish. While you are thinking about this precious gift, one minute has passed and you have only 10,079 minutes left in the week. The key question is what to do with all that time that is given to you free of charge each week. Each decade Americans gain more "free time" but perceive they have less (Robinson & Godbey, 1997), because they fail to make conscious choices about how to best use that time. No wonder we panic and think time is running out (Pillemer, 2011).

Second, the goal of trying to manage time is likely to leave us feeling discouraged and inadequate. The reason is that while we are fooling ourselves that we can control time, we are not focusing on what we can control, namely, our actions—actions that can lead to high-impact work and great lives.

Third, Gen I time management techniques were developed to help office workers sitting at desks manage pieces of paper—not to help professors. Tips such as "handle each piece of paper only once" probably work well for office workers at desks. Such techniques, however, don't help you manage the many responsibilities of your tripartite job description, a job that takes place in the classroom, lab, clinic, and meeting room as well as at your desk and that requires you to handle ideas and relationships in addition to pieces of paper.

Faculty want more time to get all of that work done. While it is logical to look to time management to help with that quest, the key to your "getting more time" into each day, week, and year is to change your perceptions about time by bringing your choices about how you use time under more conscious control. What we need instead of time management is life management, a set of practices that help us manage the entirety of our lives and especially the precious resources of our energy, attention, and relationships.

What You Need Instead: Life Management

Life management requires you to answer some important questions. You want more time—but time for what? What do you want to accomplish in your work and in your life? How do you wish to live? Your answers form the foundation of a system that will connect all your activities and goals to a deep sense of purpose and that will lead to what most professors long for, a more authentic sense of vital work and a vital life (Lee, Bach, & Muthiah, 2012). As a natural result of being connected with your purpose, you will find it easier to connect your countless tasks with the time available to do them.

Every day you make hundreds of decisions about how to spend your time and what tasks to do:

- Should I start writing this article or finish the other one?
- How long should I prepare for class? How will I know when I'm done?
- Should I chair that committee I've been asked to chair?
- What do I want to do on my next sabbatical?
- When should I leave work?
- What work shall I do tonight after dinner?

Even though we autonomy-loving professors want to feel free and in control of our destiny, making hundreds of decisions a day about how to use our time can wear us down. Research on the effect of choices on satisfaction highlights an interesting paradox: too many choices, beyond eight options at a time, can paralyze us from making a decision (Iyengar, 2010; Schwartz, 2004). Furthermore, making many different decisions a day about what to do, when, and how can lead to what Roy Baumeister and his associates have called "ego depletion," the experience of fatigue and overwhelm caused by using the brain to make those micro decisions all day (Baumeister & Tierney, 2011).

Ego depletion is caused by a chemical phenomenon in the brain. Doing things by sheer willpower and effort can deplete the glucose supply to the brain, causing the fatigue of ego depletion, in which people can no longer push themselves to act disciplined even if they value such actions. Baumeister and Tierney (2011) suggest that this factor can lead to less ability to match our decisions to our true values and therefore to poorer performance on our jobs. You know this effect when you get paralyzed about what to do in the 15 minutes between the end of class and the start of your next meeting. You also know it when you have controlled your diet all day only to succumb to the temptation of a cookie binge after dinner.

The key to working your brain at its peak all day, every day, is to underwhelm it. I'm not advocating that you make laziness and sloth your new lifestyle. Instead, this book will help you PACE yourself to front-load your decisions about your activities, by making a few value-based decisions on the front end of a month, week, or day and then working from your plan instead of straining your brain with hundreds of micro choices a day. Baumeister and Tierney (2011) promise this benefit of doing so: "Ultimately, self-control lets you relax because it removes stress and enables you to conserve willpower for the important challenges" (p. 17).

First, get clear about why you are engaged in this career and what specific goals you want to work on (the *P* or *Power* of PACE). Second, divide the steps toward those goals across time and monitor your progress so that you stay on target toward completion of those goals (the *A* or *Align*) without having to make micro decisions about what to do next all day long. Third, enlist the help of mutually supportive others in your professional and personal lives (the *C* or *Connect*). Fourth, maximize the energy available to do all that you want to do without burnout (the *E* or *Energize*). By applying the magic of precommitment to your plans, you will remove the overthinking that leads to ego depletion, because you make a few key decisions at the front end that can unfold almost automatically at the back end (Baumeister & Tierney, 2011). For example, writers who write at the same time each day get more writing done than those who hope to get some writing done sometime during the day only to find out that they lack the "willpower" to do so (Boice, 1989).

The participants in my workshops call the paradigm shift from Gen I time management to Gen II life management "life changing" because it puts time management in proper perspective, as a set of tools to support a life based on a sense of meaning and purpose, rather than as a goal in itself (Seligman, 2002; Sinek, 2009). (For a detailed summary of the differences between the Gen I and Gen II approaches see the appendix to this book.) The benefits of this shift are well worth the effort to learn how to create great work and a great life.

Great Work, Great Life

If you are like most faculty, you entered the academy motivated by the concept of doing great work—work that is meaningful, impactful, challenging, and successful (Stanier, 2010). You also want to have a great life, one that you find satisfying and meaningful because it represents your most authentic self. In other words, you hope to be a peak performer who does

good while feeling good. Exercise 1.1 invites you to define what having great work and a great life mean for you at this time in your career and life. Doing so will help you establish a baseline so that you can measure how close you are to your ideal.

In case you had trouble defining "great work" in this exercise, let me offer a definition relevant to this book: effectively doing high-impact work in a timely fashion. Living a "great life" means different things to different people, but just in case that question stumped you, I will again offer my description: experiencing a moderate level of happiness, well-being, or life satisfaction frequently in the short term and a steady, moderate level of satisfaction over the long term of your life.

Whatever concerns you have written down in this exercise have been voiced by your peers who have attended my workshops. For the past seven years, I have collected their pre-workshop concerns and post-implementation comments during workshop follow-up interviews. These professors, perhaps like you, had unanswered e-mail, desks piled with papers, and never-ending to-do lists. These professors, perhaps like you, were letting obstacles keep them from their maximum productivity and satisfaction. While most of those professors came to my workshops hoping to learn a Gen I system for managing time, what they got instead was a Gen II system that goes beyond managing time to managing life. In the complementary coaching sessions after the workshops, these professors reported that implementing just a few tools or techniques from a workshop helped them to tame their paper tigers, say "No" more frequently and gracefully, and improve their self-care. In short, these professors learned how to find and stay in their peak performance zone.

Your Peak Performances

You might not have thought of yourself as a performer, but, like the jobs of actors, athletes, teachers, writers, and leaders, the job of a professor is one of performance, with much in common with the jobs of other performers because you produce observable products for audiences who score or measure your performances. As you learn to better manage yourself and your tasks, you will achieve and stay in your peak performance zone consistently and get back into it readily when things go off course.

Your personal peak performance zone is that sweet spot where the challenge of your tasks meets the ability of your skills in the right environment. This right environment is both external, when you are performing for the right audience in the right venue and format, and internal, when

EXERCISE 1.1

Self-Assessment on Great Work and Great Life

What is your definition of great work for yourself? What does "great work" mean to you at the present time? The more specific you are about what great work means for you, the clearer your focus will be for your current and future work activities.

How close are you to that ideal? You can use a percentage from 0 to 100% or a more descriptive statement. What are the discrepancies between your definition of great work and the current reality of your work? What interferes with you doing more great work?

The next question asks you to reflect on your subjective sense of life satisfaction. Defining your great life might include spending time with children, vacationing with your spouse, having a clean and organized home, pursuing one of your hobbies, feeling less pressured while you work, exercising regularly, and other activities that contribute to your quality of life. Research from the field of positive psychology tells us two things about happiness: that happiness and well-being can be measured and that people have an intuitive sense of their own happiness (Seligman, 2002). Once again, the more specific your definition of life satisfaction is, the easier it will be to attain.

What does living a great life mean for you?

Using a percentage or a description, how close or how far are you from your ideal life? What are the discrepancies between your ideal vision and the current reality? What interferes with the ideal life you are called to live?

Take a moment to put words to your biggest concern about what interferes with your ability to have great work (productivity) and a great life (happiness)—in other words, your ability to do good while living well. List several concerns if you wish, especially emphasizing things over which you have control.

your brain is well rested, well fed, and in the right mind-set. When you are in the peak performance zone, you know it and your audience knows it. This response from your audience may be obvious when you are teaching and can receive immediate feedback from students, but audience response is also a factor in your scholarly work, even though the delay between submission and feedback is so lengthy that you may have forgotten you even wrote the piece that just got accepted. Your service work also involves production—of decisions, reports, and facilitations. Lest you think this book recommends that you approach your work like a robot, rest assured that the book aims at helping you experience satisfaction in your work and your life. With your life management system in place, you will be at your peak much of the time as you perform those responsibilities, while maintaining better work-life balance. In case this sounds like a promise that can't be kept, the truth is that you have already had some experiences in which you were performing at your peak.

Exercise 1.2 asks you to study the elements of one or more of your own peak performance experiences so that you can extract their similar lessons and apply them to your current situation. Maybe you have experienced this peak performance zone while teaching, writing, or chairing a meeting. Perhaps you had such a moment back in graduate school while writing your dissertation or in your youth when you were in a school play or competing in sport.

If you study several experiences when things went well and when you did not feel you performed at your best, you are likely to see that the elements of the second category contrast sharply with those of the first. Peak performance is working at your personal best as you define it, not in competition with anyone else. As researchers have studied peak performance experiences, however, several similar elements emerge as people describe those experiences, including focus, timelessness, ease in moving through the work, feeling at one with the task, clear goals and feedback. People also describe nonpeak experiences in similar terms, reporting distraction, a feeling of being overwhelmed or confused, a sense of time-dragging tedium, and a feeling at being at odds with the task (Csikszentmihalyi, 2008; Ericsson, 2009).

The peak performance zone is not merely a momentary feel-good experience, such as a good time on vacation. The zone also produces results. The product or outcome might be a well-prepared class, a well-run meeting, or a well-written article. The goal of peak performing professors is to find the sweet spot in which their efforts consistently produce good outcomes. This book is a workbook of practices that can move you closer to your

EXERCISE 1.2

Explore Your Peak Performances

Think of a time when things went very well. You were working on something interesting that you were able to do. The pieces fell into place almost magically. You felt you were born to do this work. Describe that experience:

This next question might be difficult but it will also give you some very important information. Imagine a time when you were working and you did not feel at your best. Perhaps you were bored or overwhelmed by what you are working on or distracted by other things. Perhaps you just didn't know how to do the things you were doing. Describe what that experience was like:

peak performing zone and, if you already are performing well, increase the chances that you can stay consistently in that zone. These practices also will help you increase your satisfaction level with all areas of your life. But don't just trust me on these promises; do your own assessments, before and after you put these practices into action.

How Productive and Happy Are You?

The words *assessment*, *evaluation*, and *measurement* strike fear in the hearts of academics, who conjure up images of student evaluations, promotion and tenure committees, and regional reevaluation teams. Professors scare themselves needlessly, because assessment can be extremely useful. Centuries ago Plato taught that "the unexamined life is not worth living." I would add: "That which is not measured cannot be improved." Whether you measure your effectiveness with qualitative data such as journal entries and descriptors or with quantitative data such as scores on assessment tools or numbers of articles published, data can assess both your starting point and then your progress toward your goals.

For the peak performing professor, assessment is helpful on both a micro level and a macro level. On the macro level, your institution may require objective methods to assess faculty productivity, usually most strongly emphasizing the scholarly aspect of the tripartite job description (Middaugh, 2011). Your teaching may also be evaluated on the basis of student evaluations, a practice that recently has been called into question as researchers delineate the difference between measuring student perceptions of good teaching and measuring student learning resulting from the teaching (Nilson, 2010). Furthermore, very few institutions evaluate the quality of service, although some institutions I have visited are starting to use 360-degree leadership measures, such as the Leadership Practices Inventory, to evaluate administrators (Kouzes & Posner, 2003).

There are several problems with the use of the term *productivity*. It evokes for many an industrial-age image of widgets rolling off a conveyor belt while an efficiency expert with a clipboard stands by making notes. Academic productivity is often measured by number of scholarly publications, a macro measure that is too narrow since it fails to take into account any measure of teaching and service. Assessment on the basis of publication measures outcomes over which faculty have only marginal control, since journal editors determine whether articles are published or rejected. Using publication as a measure of productivity means that faculty's

effective efforts are separated from measurable results by such long periods of time as to make the assessment meaningless to the daily life of the faculty. Although life as a scholar might be measured by publications, it is lived from one writing session to the next. The peak performance literature across fields such as sports and neuroscience emphasize that peak performers improve their overall performance by improving their micro-level performance, setting small achievable goals for practice sessions, measuring those results, and taking a gradual approach to building helpful lifelong habits (Ericsson, 2009; Gollwitzer, Fujita, & Oettingen, 2004; Halvorson, 2011).

Higher education assessment experts define and study helpful institutional productivity measures, but this book will ask you to develop your own definition of productivity by dreaming globally and acting locally. In the academy, faculty have bosses with reasonable performance expectations about the faculty tripartite job description. You should know what those expectations are and incorporate them into your long-term planning. The reality, however, is that your academic bosses do not manage your days and goals; you do. And that's a good thing, because research on employee autonomy has shown that employees with greater choice regarding how to do their own work had greater job satisfaction, which contributed to better performance (Spreitzer, Kizilos, & Nason, 1997). Given that level of autonomy, faculty are more like self-employed entrepreneurs than employees. This book will take the controversial position that if faculty define productivity and happiness for themselves with a view to their own long-range success, they will achieve goals that serve both themselves and their institutions and will stay engaged for the potential long haul of those partnerships. Your bosses may not see the everyday ways that you are working, but they will notice the results. The real boost to productivity, even on institutional measures, will occur when you first define productivity in ways that fit your values, including the value of success in academe, and then manage your productivity on a micro level. This book aims to show how to do both these things.

We will begin with several global measures of your self-rated productivity and happiness, and then we will use a specific survey measure to assess how PACE practices might bring you closer to becoming a peak performing professor. Using these subjective measures will increase both your motivation and your focus as you target the areas across your job description that you want to improve.

On a practical level, your own definition of great work must eventually intersect with that of your workplace or you will be an iconoclast working in isolation with no support from your institution—or, worse yet,

you might even become unemployed. So in addition to practices that will improve your work habits and increase your satisfaction, this book also includes practices that guide you to negotiate with like-minded colleagues and bosses so that your great work is part of a larger whole—an institution that provides high-quality education for students and a supportive environment for scholarship (see Part 3 of this book).

Global Measures

These two scales will give you a subjective, baseline measure of your productivity and satisfaction.

Use the numbers on the first scale to indicate your intuitive sense of productivity on your most recent workday, from 1 (not very productive) to 6 (very productive).

1	2	3	4	5	6
(Not very productive)					(Very productive)

Use the next scale to indicate how satisfied and happy you felt on your most recent workday. You have two other options as well: you can rate your professional and personal lives separately, and you can also rate a day on which you did not work such as a weekend or vacation day.

1	2	3	4	5	6
(Not very satisfied)					(Very satisfied)

If you use these global assessments only once, they will be not very representative of your actual work and life quality. For example, completing them on a sunny day rather than a rainy day may produce better scores. However, if you repeat the assessments daily for a couple of weeks, the assessments would begin to yield an average score for your work and your life (Kahneman, Krueger, Schkade, Schwartz, & Stone, 2004).

Specific Assessments

This book divides the practices into four peak performance areas (Power, Align, Connect, and Energize) and then applies those practices to typical faculty roles and responsibilities at work and at home. If you grew up reading the "Choose Your Own Adventure" books or playing computer games, you know that your choice of options constructs the course and outcome of the adventure or game.

The assessment tool in Exercise 1.3 can give you an overall sense of whether you are thriving or struggling in your career as well as in what areas your practices are supporting your success or need improvement. Your scores on the PACE-R subscales will direct your adventure to the specific chapters of this book where you will find the clues that will lead you to your peak performance zone. Four of the scales ask you to rate yourself on the four practices, PACE, that characterize all peak performers (Parts 1 through 4 of this book), whereas the fifth factor, R, measures peak performance in your professorial and personal roles (Part 5). Using your scores on the items in the five subscales to diagnose how you are doing with each practice and application area, you can choose your own adventure by identifying what you may want to do to incorporate peak performing practices into your work and life.

The following sections contain an expanded description of the five subscales or practices (PACE-R) that characterize peak performing professors. Looking at your subscales will suggest which practices will be most helpful for you to integrate into your work habits. You may be closer to your ideal life than you think.

Power Subscale

The Power subscale measures how you power or motivate yourself—specifically, how your motivation connects to your sense of meaning and purpose. A high score on this subscale indicates that you are a peak performer who energizes your work and your life by having a clear idea of what it means to do good work and to live well. Lower scores indicate that you have not yet figured out how your work and your life fit together into a system that connects your strengths with your sense of meaning and purpose. Without that connection, you probably have problems staying motivated and on task. You might find yourself procrastinating about things you want to do and then later feeling guilty and frustrated.

Part 1 of this book will help you set up a Gen II life management system using the Pyramid of Power, in which you anchor all you do to your sense of meaning and purpose.

Align Subscale

The Align subscale measures how well you align your activities, projects, and tasks with your power and purpose. A high score indicates that you are able to focus on the most important tasks related to your purpose and mission, manage all of your projects, and know which goals you are working on in the short and long term. A low score indicates that you may be wandering from task to task, becoming overwhelmed by all that it seems you should

EXERCISE 1.3

Peak Performing Professor Assessment Tool

To see how close you may be to your peak performance as a professor, use this scale to answer the following questions.

1	2	3	4	5	6	7	8	9	10
(None of the time)								(All of the time)	

_____ 1. I usually manage my time pretty well.

_____ 2. My life is rich, full, and satisfying.

_____ 3. My life has a good rhythm, balancing productive work with activities that relax and refresh me.

_____ 4. I have protocols for class preparation, which include making use of previous experiences along with folding in new information.

_____ 5. I receive consistently good feedback about how I relate to others.

_____ 6. I am proactive about my career, looking for opportunities that will build productivity.

_____ 7. I have arranged my environment to support my work.

_____ 8. I have a vision for how my work and personal life might fit together over the long haul, and I review and revise my vision from time to time.

_____ 9. I feel a part of a community in my institution and my personal affiliations.

_____ 10. I meet most of my personal responsibilities well.

_____ 11. I am able to choose, from among the many service opportunities on campus and beyond, those that are consistent with my vision.

_____ 12. I can take the big picture of a goal and break it down into smaller steps.

_____ 13. I have the social skills to work collaboratively with colleagues even when there are conflicts or differences of opinion.

_____ 14. I have protocols for writing, which include ways to generate ideas and capture them in rough drafts.

_____ 15. I design courses with clear goals and clear grading procedures, so that students know how to budget their time to achieve a good course grade.

_____ 16. I keep track of all my current projects and know what needs to be done next.

_____ 17. I have at least one intimate relationship (with a mate or a best friend) in which I can be myself.

_____ 18. I am known for my consistent contributions to committee, advising, and leadership roles.

_____ 19. I have a pretty good match between my skills and my work tasks.

_____ 20. I have a method for choosing the opportunities to say "Yes" to.

_____ 21. I maintain healthy boundaries between my professional and personal lives.

_____ 22. I am able to separate the composing function of writing from the revising and editing functions.

_____ 23. I check in with helpful others who support my goals on how I'm doing, including my mate, coach, mentor, friends, or learning community.

_____ 24. I manage stress and emotions pretty well most of the time.

_____ 25. I revise my writing by getting feedback from others.

_____ 26. I have streamlined recurring tasks at home so that they can be done with a minimum of effort and thought.

_____ 27. I maintain good energy through good health habits.

_____ 28. I have protocols for classroom assessment and grading based on sound pedagogical methods that benefit students while keeping my job from becoming all-consuming.

_____ 29. I feel productive most workdays.

_____ 30. I weave together my professional roles by looking at the potential return on investment of my energy to my career development.

_____ Total Score

Scales

Your total score gives you an indication of whether you are thriving, striving, or struggling in your career as a professor whereas the individual scale score gives you an indication of how you are doing in each area. On the scales that follow, the first numbers represent the range of overall scores in each assessment category. The second number (in parentheses) is the average item score for that range.

270–300 on overall measure (average item score 9 and above): You are definitely *thriving* in this career. You could have coauthored this book and saved me some time. Consider mentoring other faculty who are open to learning from you.

250–269 (average item score 8): You are *thriving* but could reach even higher levels of productivity and satisfaction by implementing a few of the techniques in the areas of your lower scores.

225–249 (average item score 7.5): You are *striving* at a moderate level of functioning. You probably experience dips and highs in your day-to-day life. You can function at the *thriving* level by implementing techniques that relate to the PACE-R areas in which your scores were lower.

205–224 (average item score 7): You are *striving* and probably experience a combination of some success and a lot of frustration in your daily life. You can get closer to your peak performance zone by setting up and maintaining a peak performing professor life management system.

185–204 (average item score 6): You are between *striving* and *struggling*. You do a fairly good job at work and home, but you are working way too hard for the results. You can improve your productivity and ease by implementing practices in this book and possibly setting up accountability with a mentor, coach, buddy, or faculty support group as you build new habits.

165–184 (average item score 5): You are definitely *struggling* but are probably making this job way harder than it needs to be. You will enjoy your work and life much more if you take the time to design and

implement a good life management system. Also consider keeping on track by following ongoing guidance from one or more of the accountability sources listed above.

145 and below (average item score below 5): You are *struggling* and limping along in this career (or this area) either because you don't have the skills to manage it yet or perhaps because it is not a good enough match for your talents and interests. Before you consider a career change, however, implement some of the suggestions in this book with the help of a support system to keep you on track. If you implement those suggestions and still are not as productive and happy as you would like to be, consider getting career coaching to explore a career change.

Scale Scoring

Insert the score you gave yourself for each numbered question in the following chart.

				Roles and Responsibilities				
Power	**Align**	**Connect**	**Energize**	**Professor**	**Writing**	**Service**	**Life**	**Teaching**
2. ____	1. ____	5. ____	3. ____	6. ____	14. ____	11. ____	10. ____	4. ____
8. ____	7. ____	9. ____	24. ____	30. ____	22. ____	18. ____	21. ____	15. ____
19. ____	12. ____	13. ____	27. ____		25. ____		26. ____	28. ____
23. ____	16. ____	17. ____						
29. ____	20. ____							
								Grand
Total								Total

Now that you have completed this assessment tool, the picture may look bleaker than it really is. Remember, just before a soufflé is finished, it is still mushy eggs, flour, and milk; then, with a little more heat, voilà—the soufflé rises and turns golden brown. Like other faculty members who moved from scores in the struggling range to scores in the thriving range, you may just need to turn up the heat on the soufflé of your ideal life.

be doing. Many of the concerns listed in the Introduction to this book arise when faculty fail to align their life purpose with their projects and activities.

In Part 2 of this book you will learn how to align your resources of time, people, energy, space, and attention with your purpose so that your life management system practically runs itself, freeing you for your most creative work. The time management tips in that section are ones designed specifically for professors. These tips will make sense once you have put a life management system into place.

Connect Subscale

The Connect subscale measures how well you are connecting with helpful colleagues, friends, and family for mutual support and benefit. A high score on this subscale indicates that you using your social intelligence to accomplish goals through mutually supportive relationships. A low score indicates either that you have not yet developed the specific relationship skills needed for the work of a well-connected professor or that you have chosen to remain more isolated in your approach to your work. In all professions, the most successful are those who build and sustain relationships in their circles of influence. In Part 3 of this book, you will learn how to build and sustain relationships that can advance your career goals and support you in work and in life.

Energize Subscale

The Energize subscale measures the extent to which you are actively sustaining yourself to handle the demands and stress for the long haul of your career and life with grace and mastery. A high score on this subscale indicates that you stay resilient, energized, and motivated for an interesting and lengthy career by regular self-care through wellness and well-being practices. If you have a low score on this subscale, it is likely that you frequently feel as if you are behind the eight ball, about to be hit with the next crisis or deadline. You may tire or get sick easily and probably don't feel good about the productivity of your workdays. You may be at risk of eventually burning out and becoming disengaged.

In Part 4 of this book, you will learn practices for diet, exercise, and stress and emotional management that will help you stay engaged, healthy, and balanced so that you are operating at your peak without exhausting your resources. Rather than delaying self-care until everything else is done, peak performers build their days around a minimum and effective amount of self-care, so that they can work in their peak performance zone while saving time, improving concentration, and increasing productivity.

Roles and Responsibilities

The Roles and Responsibilities subscale measures how well you are doing in the three major roles of the typical academic career—namely, teaching, writing, and serving—and in several personal roles common among faculty members. A high score means that you have established good work habits that produce results in your tripartite job description. A low score means that you may be working too hard and too ineffectually in some or all of your roles and that you could benefit from the research-based practices described in Part 5 of this book to make your activities in those roles more structured and productive. Part 5 will present tips for balancing your professional roles and responsibilities with several typical personal roles.

Now that you have assessed yourself on the peak performing professor survey, you are ready to move to the first step toward better work and life: powering yourself through a sense of meaning and purpose.

Robison's Rule

Less is more. Picking only one or two things to work on at a time results in quicker improvement than overwhelming yourself with more "shoulds."