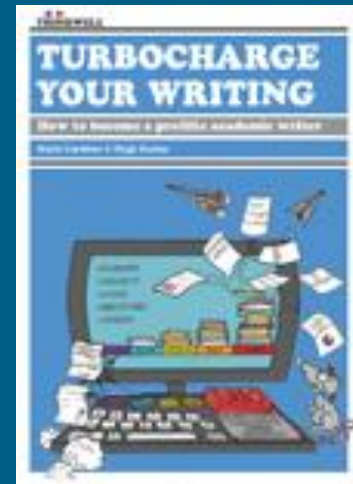


# The Highly Effective Researcher Program

Hugh Kearns

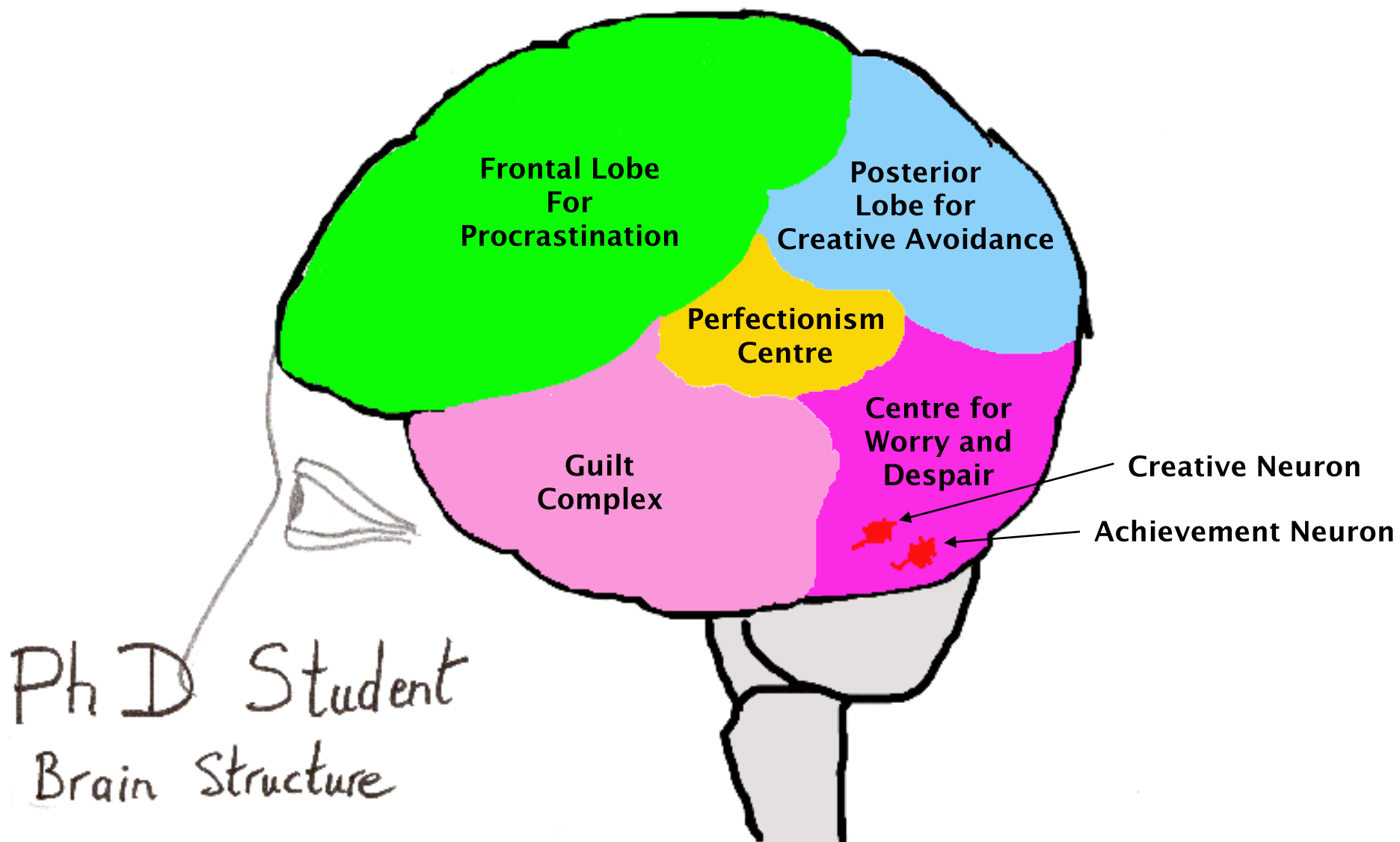
Maria Gardiner

Flinders University



Nature. Volume: 475, Pages: 129-130 Year published: (2011).







Flinders University • Lecture • Research • Self-management



# Our Teaching and Research

The PhD Experience: what they don't tell  
you at induction

Defeating Self-sabotage: Getting your  
thesis finished

The Seven Secrets of Highly Successful  
PhD Students

Creating the Seven Secrets of Highly  
Successful PhD Students (for  
Supervisors)



# Our Research

Kearns, H., Forbes, A. & Gardiner, M. (2007). *A cognitive-behavioural coaching intervention for the treatment of perfectionism and self-handicapping in a non-clinical population*. Behaviour Change, 24(3), 157-172.

Kearns, H. & Gardiner, M. (2007). *Is it time well spent? The relationship between time management behaviours, perceived effectiveness and work-related morale and distress in a university context*. Higher Education Research and Development, 26(2), 235-247.

Kearns, H., Forbes, A., Gardiner, M., & Marshall, K. (2008). *When a high distinction isn't good enough: A review of perfectionism and self-handicapping*. The Australian Educational Researcher, 35(3).

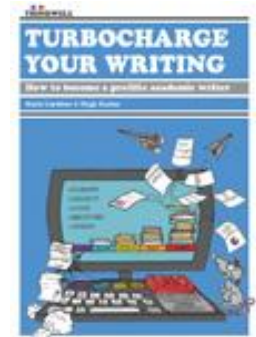


# Beyond Flinders

|         |  |
|---------|--|
| 2006    | Carrick Citation for Outstanding contribution to Teaching and Learning |
| 2006    | IRU Masterclass Program – The PhD Masterclass                          |
| 2007-8  | Expanded PhD Masterclass Program                                       |
| 2009-10 | The Complete PhD Program   |
| 2011    | The Highly Effective Researcher Program                                |



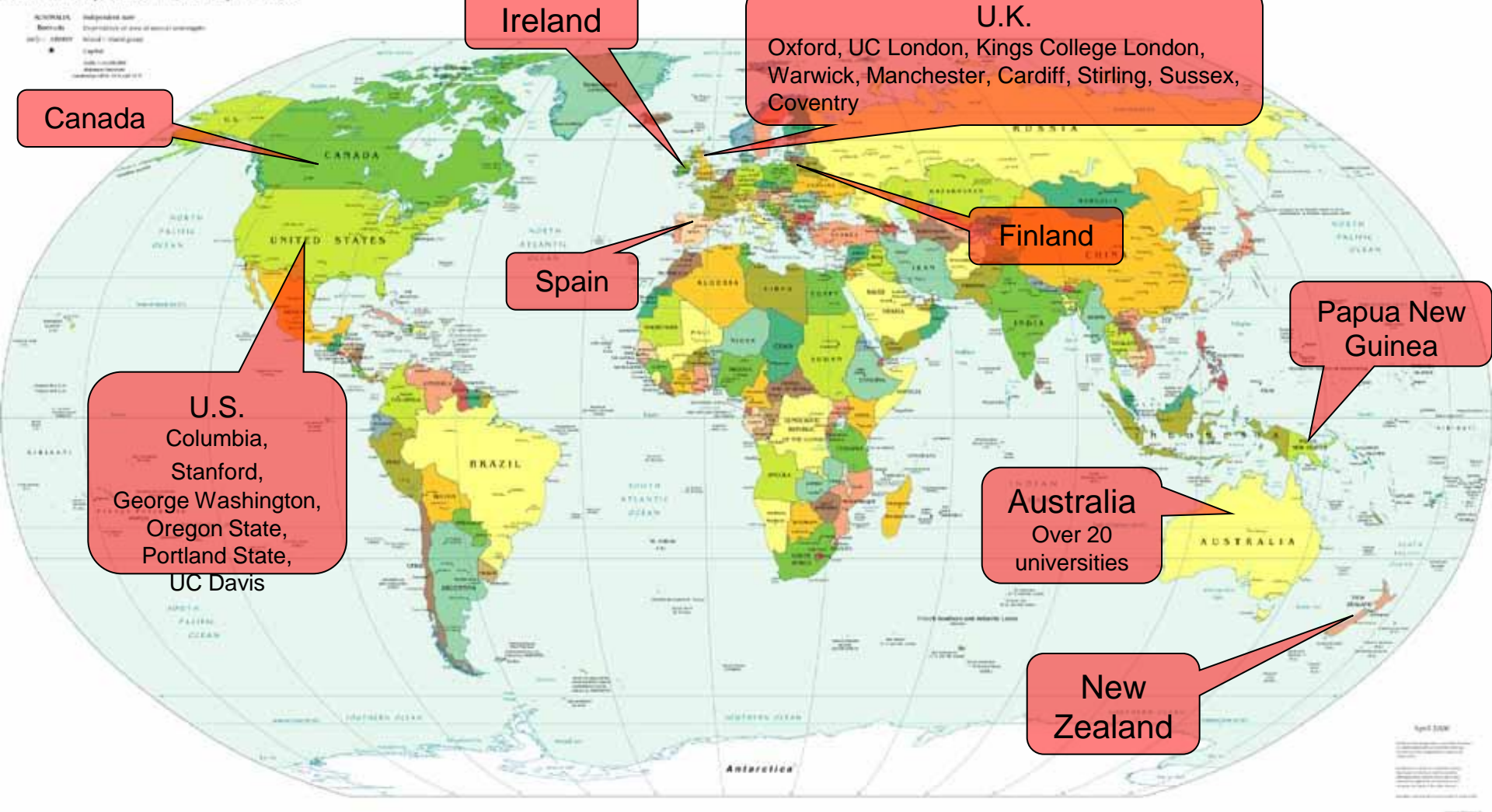
www.ithinkwell.com.au





# Where we work

Political Map of the World, April 2000



# Where we work

- CRC for National Plant Biosecurity
- Robinson Institute, Adelaide
- Australian Centre for Plant Functional Genomics, Adelaide
- Southgate Institute, Flinders
- Diamantina Institute, UQ
- Brain & Mind Research Institute, Sydney
- Telethon Institute for Child Health Research, Perth
- Council of Graduate Schools (US)
- Vitae (UK)

# The Highly Effective Research Program

5 days of workshops

Aimed at improving effectiveness

RHD candidates

Early Career Researchers

Research groupings

# Programs Available

| Programs  | Group                    | Approximate time |
|---|--------------------------|------------------|
| The 7 Secrets of Highly Successful Research Students          | RHDs                     | ½ day            |
| Turbocharge your Writing                                      | RHDs & ECRs              | ½ day            |
| RHD Masterclass   | RHDs                     | 2 x ½ days       |
| Time for Research: It's a new ERA!                            | ECRs                     | ½ day            |
| RHD Masterclass followup                                      | RHDs                     | ½ day            |
| RHD Completion symposium                                      | RHDs in last 6-9 months  | ½-1 day          |
| 7 Secrets and Turbocharge top up workshops                    | RHDs previously attended | 1/8 – ½ day      |
| Creating the 7 Secrets of Highly Successful Research Students | Supervisors              | ½ day            |
| Early Career Researcher/Post doc Masterclass                  | ECRs                     | ½-1 day          |
| Researcher Developer Capacity building program                | Researcher Developers    | ½-1 day          |
| Other programs could be added as they are developed           | Various                  | Various          |



# The Highly Effective Research Program - Newcastle

Sept 21

Time for  
Research

PhD  
Masterclass I

Sept 22

PhD  
Masterclass  
II

Seven  
Secrets

Sept 23

Turbocharge  
Your Writing

Nov 2

Completion  
Seminar I

Nov 3

Emerging  
Research  
Leaders  
Program I

Completion  
Seminar II

Nov 4

Emerging  
Research  
Leaders  
Program II

Emerging  
Research  
Leaders  
Program III

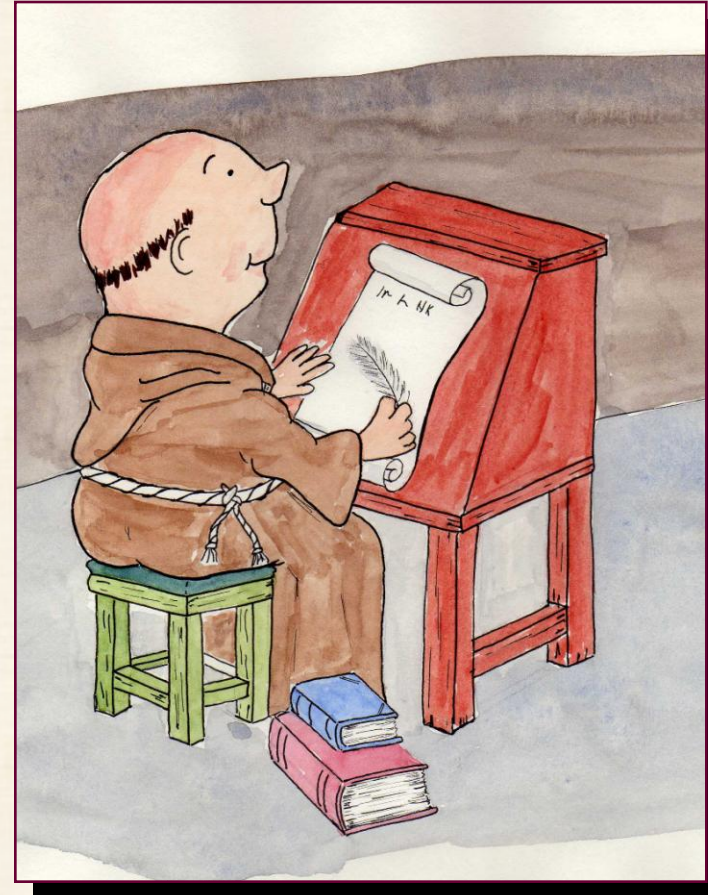
# Turbocharging Your Writing

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❖ Hugh Kearns

❖ Maria Gardiner

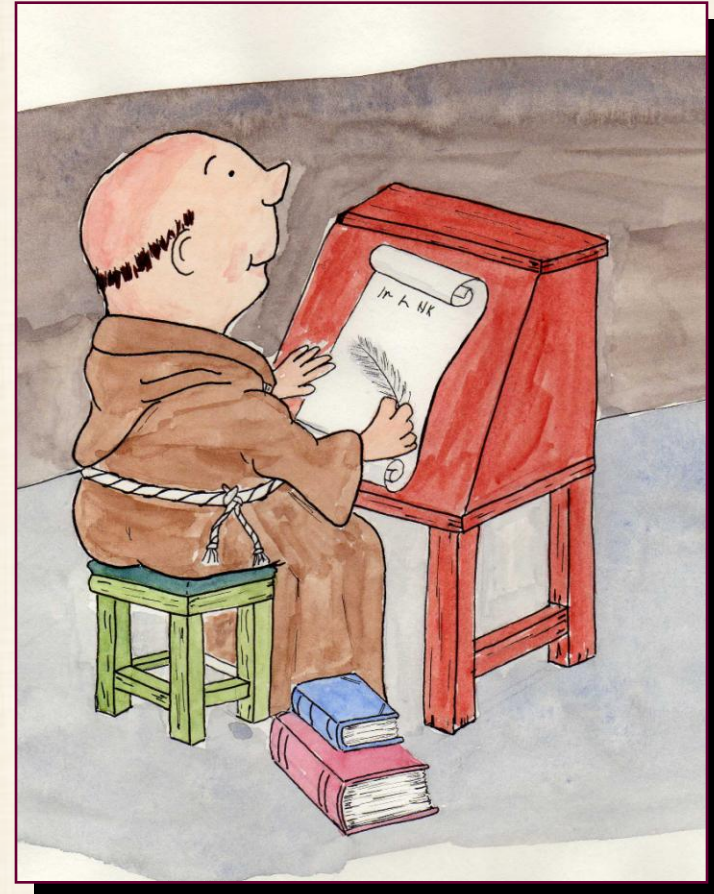
❖ [ithinkwell.com.au](http://ithinkwell.com.au)



# The Readiness Myth

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- ❖ MYTH ONE:
- ❖ I'll write when I feel ready.  
And I don't feel ready yet!
- ❖ You may never feel ready.
- ❖ You have to write before you  
feel ready.
- ❖ Writer's diseases!



❖ The belief that reading one more article will solve all your research problems.





# Experimentitis

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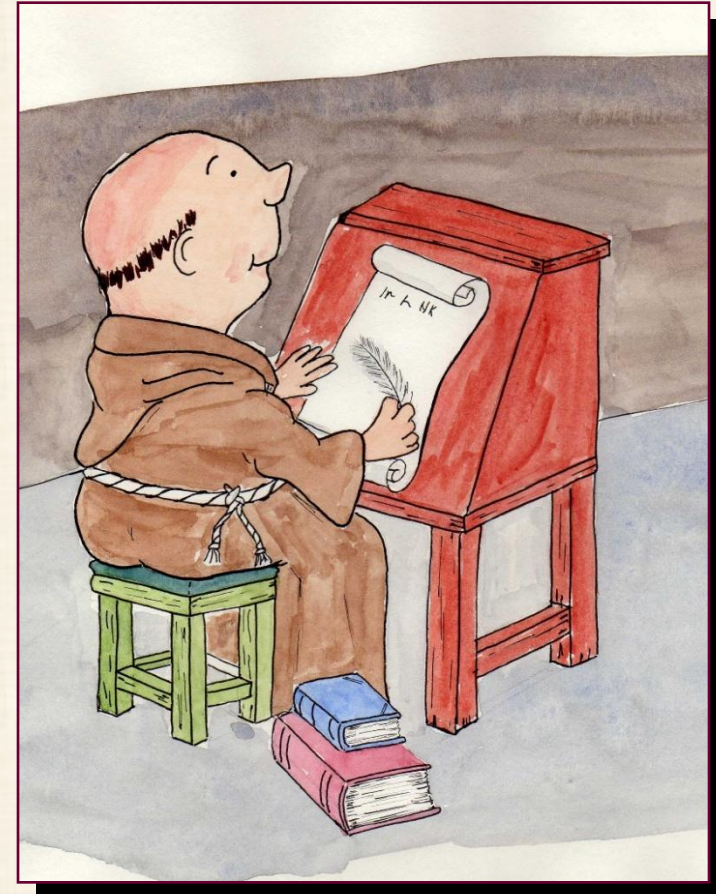
❖ The belief that doing one more experiment will solve all your research problems.



# The Myths

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1. The Readiness Myth
2. I'll get it all clear in my head first
3. Writing should be easy
4. The Shuttle-launch Myth
5. The Creativity Myth



# Evidence Base

- Our own research
- The literature
- Cognitive Behavioural Therapy/Coaching
- Over 10 years of practice
- 1000s of students across the world
- Feedback

# Feedback and Reports

- Post-course evaluations
- 12 weekly email follow-up
- Annual report to universities



# La Trobe University

“I have managed to do the following as a result of your workshop...I am forever indebted!!!

Each day of this week I have spent 2 hours in golden time, and then spent the rest of each day editing what I had written in the 2 hours. Consequently, it is now Thursday, I have managed to write and edit 10,000 words!”

# James Cook University

“I have gained a great deal from attending your workshop as otherwise I think that I could have spent another six months (at least!) bumbling along collecting more data.”

# Griffith University

“I highly recommend the masterclass to anyone I speak to, it should be compulsory for everyone at the outset.”

# Charles Darwin University

“The effect is very positive for me, I stop checking email the first thing in the morning, instead I can't help to start write my thesis every morning. I guess my supervisor will start to be annoyed by plenty of Chapter drafts sent to their mailbox.”



# Murdoch

“I have since met some of the students from the Murdoch PhD Masterclass workshop at other Postgraduate computer training sessions and they, like me, are still buzzing with motivation and fond memories of our time with Hugh and Maria. I only wish I had attending this workshop earlier in my program!”

# Flinders University

“Since participating in the masterclass I have written two articles that have been accepted for two conferences, 1 in Japan and the other in Western Australia. And I have written 2 chapters and am well and truly on the way to finishing in the next 6 months! The masterclass was everything I needed. Thank you. Thank you. Thank you!!!!!”

# University of Newcastle

“I've been more productive in the last 2 months that I have in the past 2 years!”

# Impact

- Overwhelming positive feedback
- Improved progress
- Retention (\$ value)
- Increased publications
- Reputation
- Research climate/culture

# Future

- 2011
  - Early Career Researcher
  - The next 3-5 years
  - Evaluation
- 
- Research institutes
  - The Strategic Researcher
  - Cross-group workshops
  - Research leaders



# Last week

From a PhD student at the University of Limerick who completed in three years.

“A lot of people ask me how I manage it. I always recommend your masterclass and then motivation to follow through on your advice. It definitely is a process though and your e-mails helped through that. Thank you again for taking the time to follow up.

I currently have 4 papers submitted for review and had a fifth accepted to Computers and Education, one of the leading journals in my area. Not to mention finishing the PhD thesis! If you told me this would have happened before doing your class, I would have laughed at you! Thank you again. I hope you do not mind being continually recommended by me! :)”