The Highly Effective Researcher Program





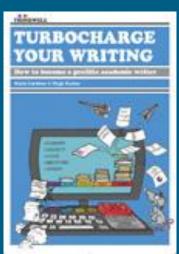
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The care and maintenance of your adviser

January 2011

April 2011

COLUMN Waiting for the motivation fairy

EDUCATION US needs to improve science literacy to prepare workforce p.110

research direction pays off p.131

listings and advice wreathrojes.com

yourself well on the way with your ducation and 'ABD' (all but dissertation). Day after day, you tell yourself that you really, really intend to start writing your paper After all, you've collected all the data, analyses them many times and entered them into tables

But then you start thinking that maybe you need just a few more data. Perhaps, too you should try a different analysis technique And what if the tables you used aren't the righ ones, or need to be formatted differently?

Many of the thousands of researchers we have worked with are constantly being tripped up by finicky, niggling details that keep them from writing up their research. Every day, they mean to start, but every day, something gets in their way or seems more important and this can go on for years. Some very common obstacles get in the way of high-quality. high-quantity scholarly writing, but powerful evidence-based techniques can help researchers to overcome repetitive and unhelpful habits and get moving (see 'How to get out of a

The biggest impediments to scholarly writing are long-held myths that seem to get passed down through the academic ranks like precious but unhelpful ancient wisdom. The first is the Readiness Myth - "I should write when I feel ready, and I don't feel ready yet". The secret to high output is that you have to write before you feel ready, because you might never reach that point. Researchers read endlessly and conduct countless experiments in the belief that it will eventually make them feel ready to write we call these habits readitis and experimen titis. But ironically, all that reading and experimenting often makes them less likely to write and more confused. So the first way to speed up your writing is to stop waiting, stop read ing and experimenting, and start writing. You

won't feel ready, but you have to do it anyway. This brings us to the second myth, the Clarity Myth — 'I should get it all clear in my head first, and then write it down". This isn't how writing works in practice. You have probably had the experience in which you were sure about how a paper would go until you started to write it. Then you discovered that there were inconsistencies, or it didn't flow well or the links didn't make sense. This tells you that it wasn't all that coherent in your head, after all. In fact, writing clarifies your thinking. Writing is not recording - you don't just take

and ensuring that you have sufficient energy to write clever things. However, for snack writin

Before we tell you what writing is, we should tell you what it isn't, at least for the purposes

tell you what it isnt, at least for the purposes of snack writing. Writing isn't editing: you should not spend your brief snack-writing time trying to find the perfect word or getting your grammar right. Writing isn't reading journal articles for research: write first and read afterwards, so that your writing shows you what you need to read. Writing isn't referencing: when you make that killer argument and want to ref erence Smith and Brown (2006; or maybe You can look up the reference later. Further more, writing is not formatting, literatur searching, photocopying, e-mailing or nosing around on Facebook. Writing — at least for your snack-writing sessions —

means putting new words on the page or substantially rewriting existing work So, you might ask, when do you do all th

So, you might ask, when do you do all the editing, reading and other associated tasks? The answer is, any time in the other 23 hours and 15 minutes of the day— just not during your snack writing time.

So stop waiting to feel ready. Get started with some short and regular writing snacks. What you write won't be perfect at first, but you write won't be coming a professional progression of the perfect of the p you will be on your way to becoming a pro lific academic writer.

Maria Gardiner and Hugh Kearns lecture and research in psychology at Plinders University in Adelaide, Australia, and run workshops for graduate students and

OP TIPS

dissertation-writing rut

chances are it won't happen . Writing means putting new words on the

 To really increase the quality and quantity of your writing, get feedback

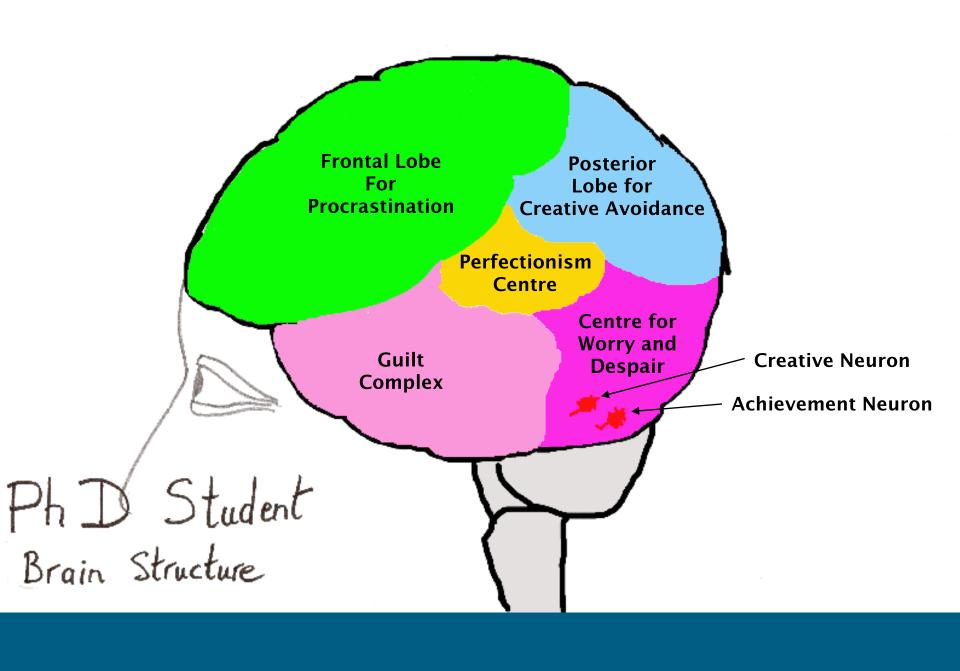
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> extending the tenure clock or some other measure, the organization has to figure out a way to support these people if they want to reduce turnover," says Carlson.

COLUMN

Turbocharge your writing today

Before you can tackle the overwhelming task of huge writing projects, you must first put aside some widely held myths, say Maria Gardiner and Hugh Kearns.



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.

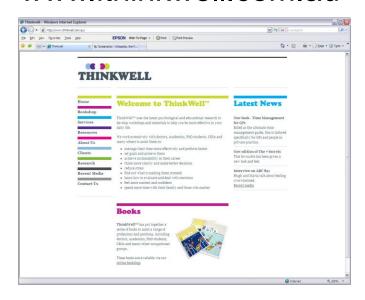
Kearns, H., Forbes, A., Gardiner, M., & Marshall, K. (2008). When a high distinction isn't good enough: A review of perfectionism and self-handicapping. The Australian Educational Researcher, 35(3).

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



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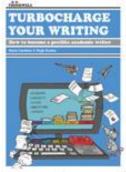




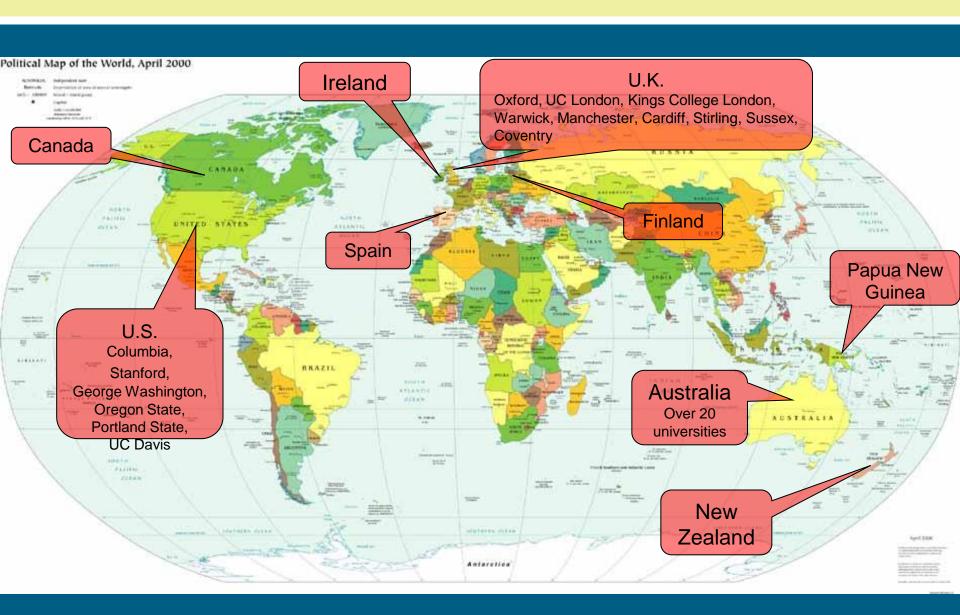








Where we work



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

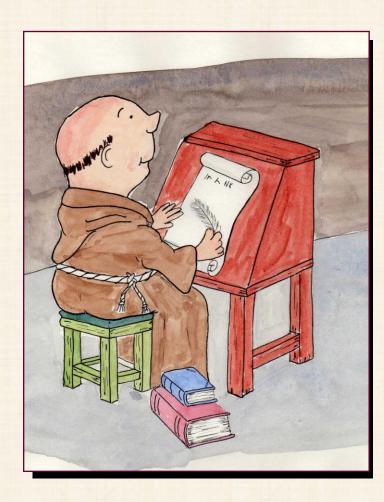
The Highly Effective Research Program - Newcastle



Turbocharging Your Writing

- Hugh Kearns
- Maria Gardiner

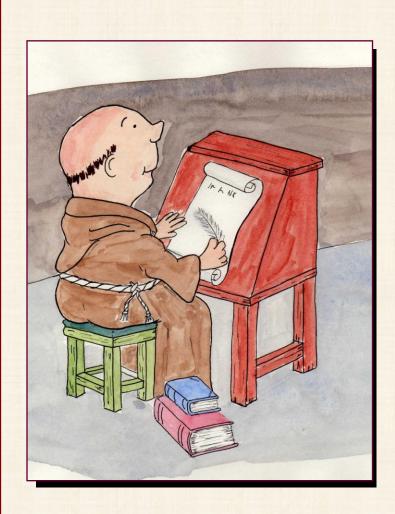
* ithinkwell.com.au



The Readiness Myth

- ***** 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!



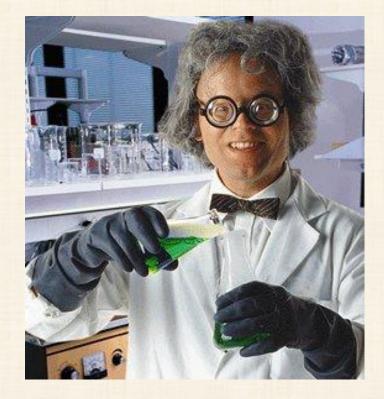
Readitis

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



Experimentitis

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

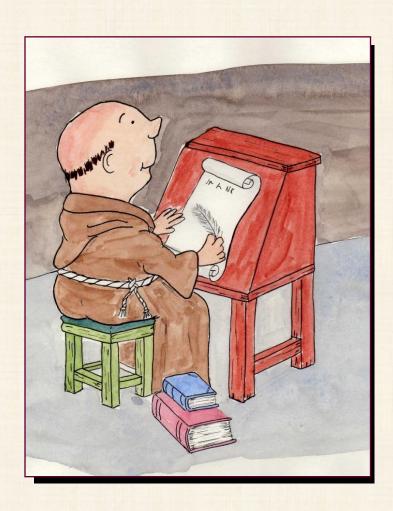


The Myths

- 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 complusory 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! :)"