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Professional Resilience & the ECR Network

- Defining failure
- Failing, successfully
- Resilience strategies
- The QC ECR Network

Credentials

- **Grant rejection?**
- **Experiment / tests / field work doesn't go to plan?**
- **Bad lecture?**
- **Scathing paper reviews?**
- **Passed over for award, position, or promotion?**

~70-80% funding failure rate

Last 2 MBIE grants have been 1 year behind schedule from outset

“Beginning your abstract with a statement that is essentially impossible to actually verify, bothers me, and speaks to the quality of the author’s ‘research’ ”

3 academic job offers out of >40 applications.



Reality

The Iceberg Illusion

Success is an iceberg

SUCCESS!

WHAT PEOPLE SEE

WHAT PEOPLE DON'T SEE

Persistence

Failure

Sacrifice

Disappointment

Discipline

Hard work

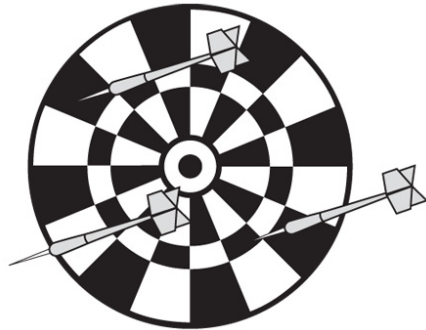
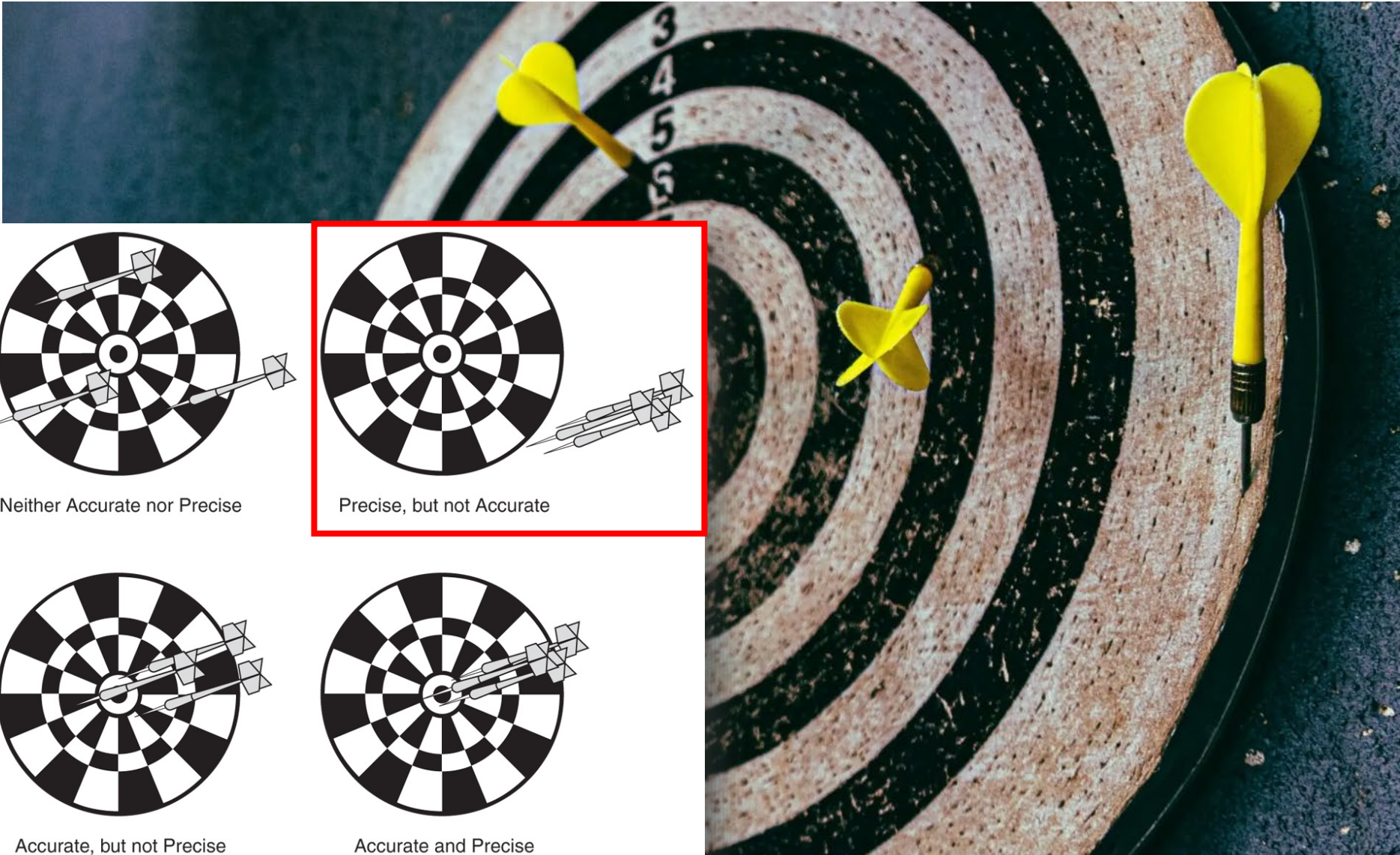
Dedication

PRIVILEGE

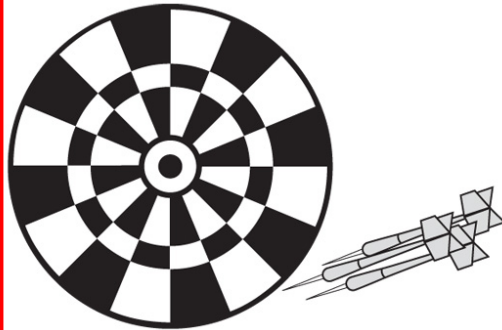
@sylviaaduckworth

Proportions are all wrong!!
Only ~10% of ice mass
should be above sea level!

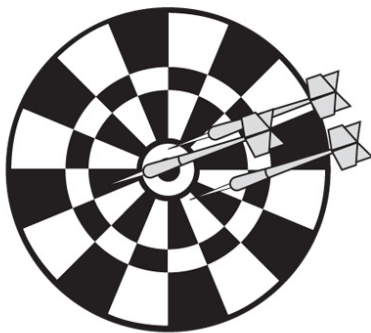




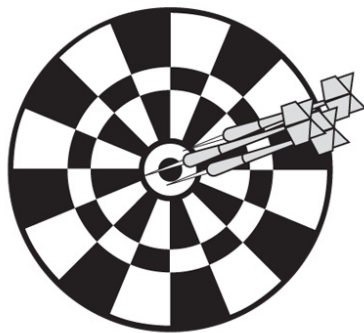
Neither Accurate nor Precise



Precise, but not Accurate



Accurate, but not Precise



Accurate and Precise



Failing, successfully

EDITORIAL

Ten simple rules for failing successfully in academia

Stefan Gaillard^{1,2*}, Tara van Viegen³, Michele Veldsman⁴, Melanie I. Stefan^{5,6,7*},
Veronika Cheplygina⁸

1 Center of Trial and Error, Utrecht, the Netherlands, 2 Center for Education, University Medical Center

Failure is setting a goal and **subsequently never achieving it**;
it can be **useful or not**;
it can be within **your sphere of influence or not**.



Failing, successfully

- Are you competing at the highest level?
- Do you have objective, reliable benchmarks for success?
- Are you monitoring progress, reflecting, and adapting to improve?
- Are you avoiding burnout and in it for the long haul?



Fig 1. Example of giving yourself time to process failure.

<https://doi.org/10.1371/journal.pcbi.1010538.g001>

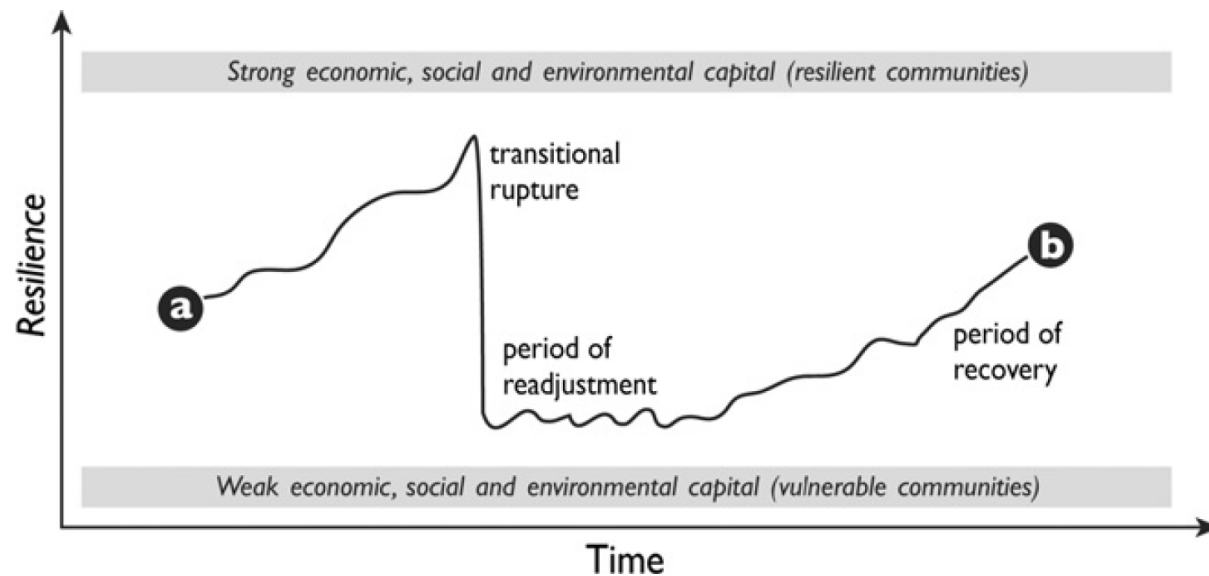
Gaillard et al., 2022

The rebound

Community resilience, globalization, and transitional pathways of decision-making

Geoff A. Wilson

School of Geography, Earth and Environmental Sciences, University of Plymouth, Drake Circus, Plymouth PL4 8AA, UK



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Psychological Bulletin

2023, Vol. 149, Nos. 3–4, 174–205
<https://doi.org/10.1037/bul0000368>

A Systematic Review and Meta-Analysis of Growth Mindset Interventions: For Whom, How, and Why Might Such Interventions Work?

Jeni L. Burnette¹, Joseph Billingsley², George C. Banks³, Laura E. Knouse⁴, Crystal L. Hoyt⁵, Jeffrey M. Pollack⁶, and Stefanie Simon⁷

We reported cumulative effect sizes for multiple outcomes (i.e., mindsets, motivation, behavior, end results), with a focus on three primary end results (i.e., improved academic achievement, mental health, or social functioning). Multilevel metaregression analyses with targeted subsamples and high fidelity for academic achievement yielded, $d = 0.14$, 95% CI [.06, .22]; for mental health, $d = 0.32$, 95% CI [.10, .54]. Despite the large variation in effectiveness, we found positive effects on academic outcomes, mental health, and social functioning, especially when interventions are delivered to people expected to benefit the most.



Te Hiranga Rū | QuakeCoRE
Aotearoa New Zealand Centre for Earthquake Resilience

Early Career Researcher Network

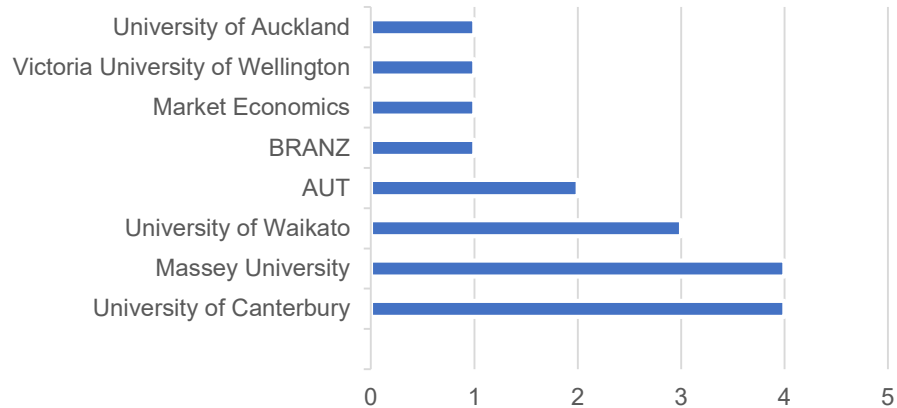
Updates and Plans

“QuakeCoRE is my family. I have been involved for a long time in QERCs activities (during my PhD)....I would love a place where people like me can get together and strengthen the QuakeCoRE community.”

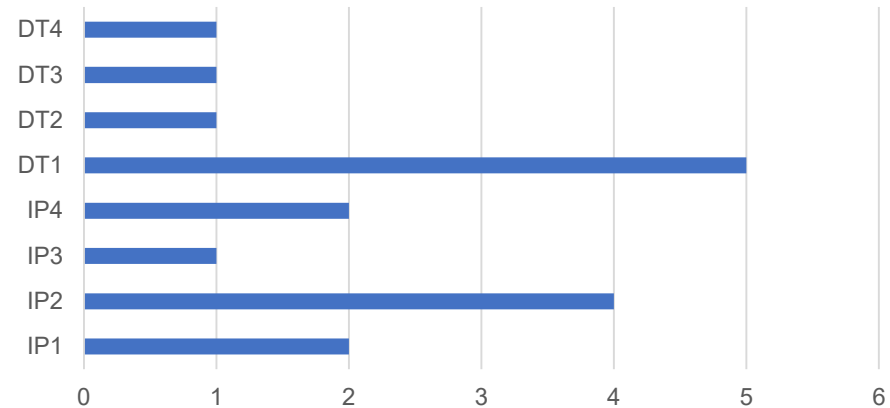
Survey participants

17 responses received, covering a good range of the QuakeCoRE community

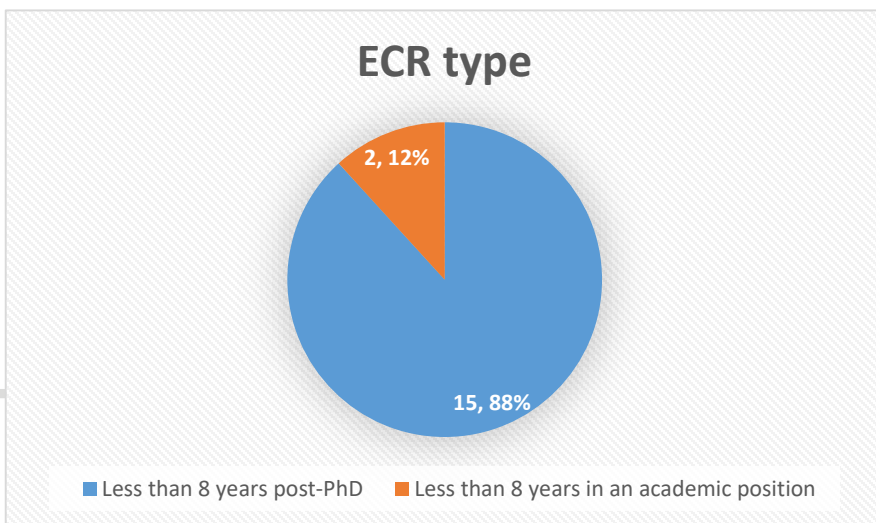
Organisation of ECRs



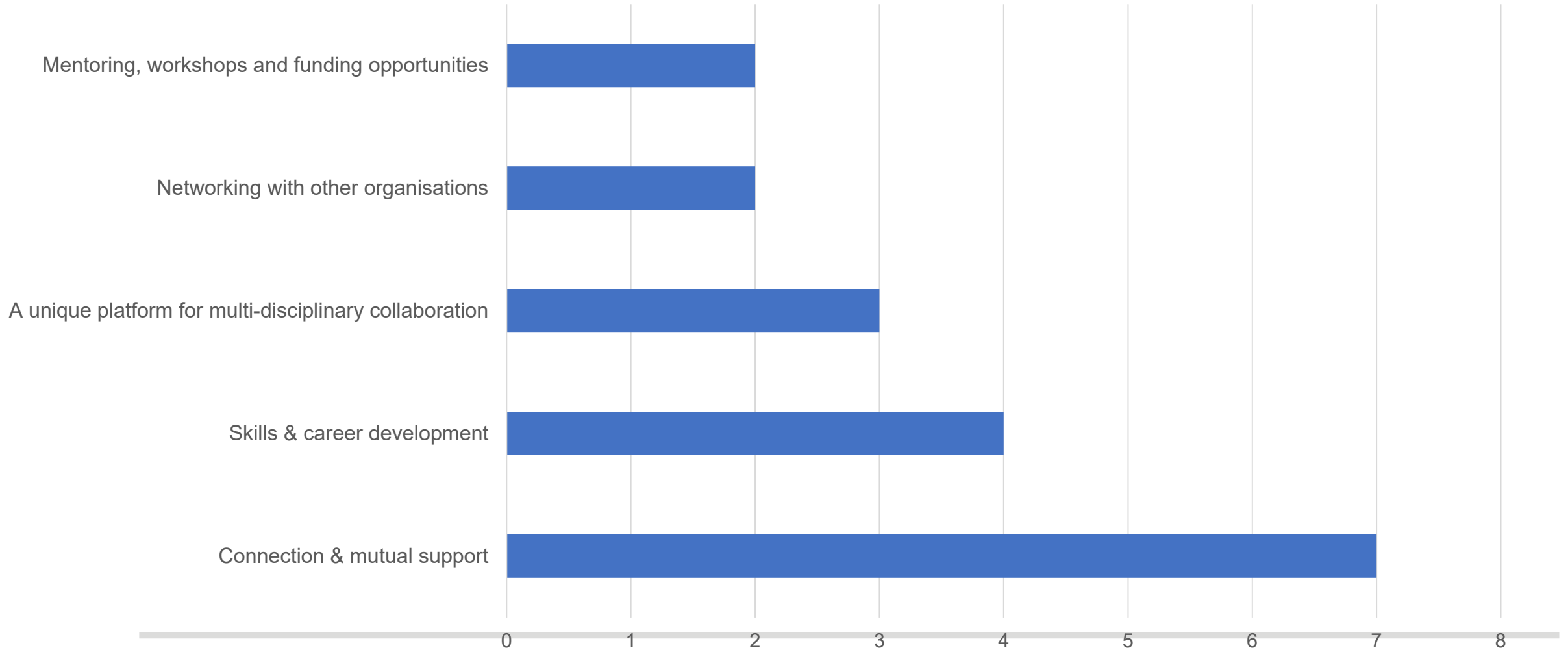
Research area



ECR type



Ideas for ECR network



ECRN Establishment Committee



Andrew Stolte DT1 - Auckland



Esther Aigwi IP2 -
AUT



Priya Vishnu IP1 - Massey



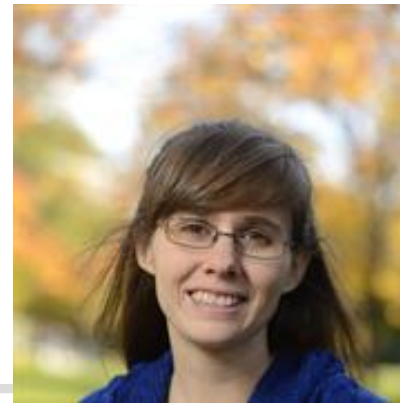
Jansu Inal Kaynar DT2 -
VUW



Tom Robinson DT1 -
Canterbury



Tim Stahl DT1 -
Canterbury



Megan Boston IP1 -
Waikato

Goal: Set up the ECR network for success by

- Setting up governance and terms to maximise benefit to effort ratio for participants
- Focusing on a few key activities and doing them well in Year 1
- Gather feedback from members!



Plans for 2023

- **Set up ToR and budget for ECRN**
- **Slack channel to open lines of communication and receive feedback**
- **Mentoring network for PhDs/Postdocs and those graduating QERC**



“Rule 10: You can also be a mentor to somebody who has not learned all of this about failure yet.... This is both a great way to pay it forward, and for you to re-frame your own experiences.”

Thank you
