6ᵗʰ Annual NIH Career Symposium

Skill Blitz Slides
Presented by the OITE staff

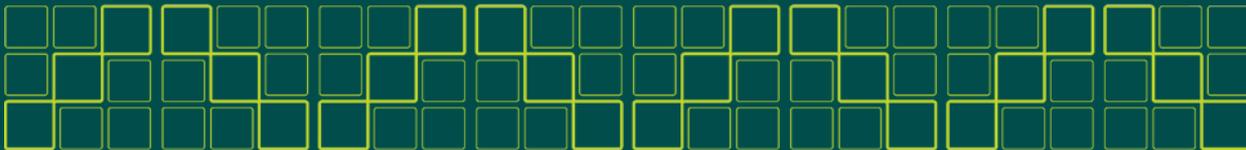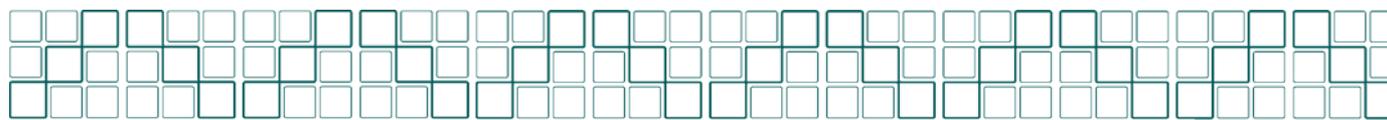Office of Intramural
TRAINING&
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NATIONAL INSTITUTES OF HEALTH
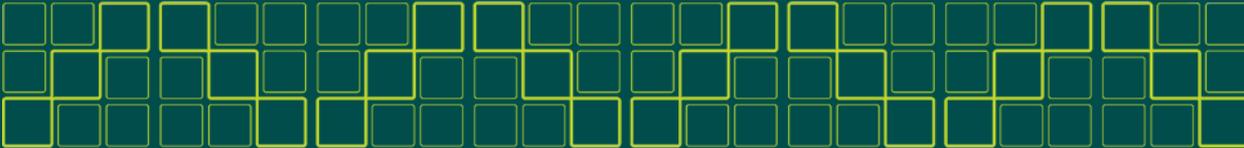
Making a Job Search Plan

Julie Gold
**NIH Office of Intramural Training & Education**

What's stressful about this?

- Process: networking; CV/resume writing; writing a cover letter; what am I worth?

- Am I making the right decision?

- Is it really time to go?

- I haven't finished my experiments.

- Maybe I should leave the bench.

- I have to uproot my family.

- I like what I'm doing. Why do I have to change?

- My contract is up.

- I don't love my job here…will I like anything else?

Focus Your Search

- Talk to a career counselor
  - www.training.nih.gov
- Watch "Planning for Career Satisfaction and Success."
  - https://www.training.nih.gov/career_development_ss/sc
- Watch CV/Resume and networking workshops:
  - https://www.training.nih.gov/events/view/_2/625/CVs_and_Resumes_Essential_Job_Search_Documents_2011
  - https://www.training.nih.gov/events/view/_2/487/EXPANDING_YOUR_CAREER_NETWORKS
- Conduct informational Interviews
- Choose a path
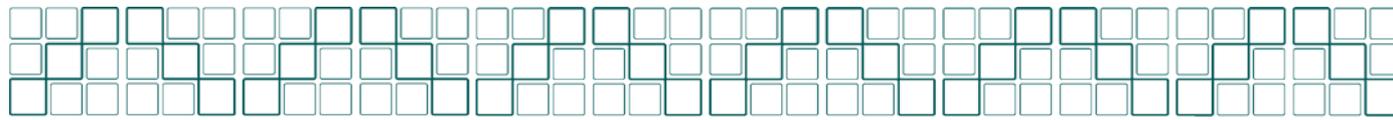
Stick to a Schedule, Get Organized

- First step in sticking to a schedule? Making a schedule.

- Know where your stuff is.

- Know what job search documents you need
  - CV or resume
  - Cover letter=letter of interest
  - Academics- research/teaching statement

- Build your network (see our blog posts and other resources; networking in room F after this)

Of *course* it stresses you out!
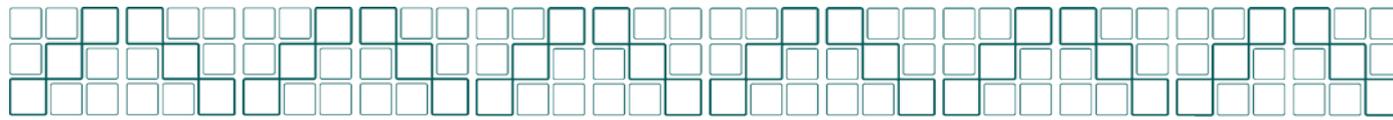
- What's your baseline stress level?
- Invite compassion for yourself

Take care of yourself!

Become Aware of Thinking Errors

- Overgeneralization
- Mental Filter
- Jumping to conclusions (fortune telling)
- Emotional reasoning

Coping Techniques

- Notice physical signs of anxiety
- Remember to breathe--exercise
- Mindfulness
- Consider meditation

IN for 4
HOLD for 7
OUT for 8

Resources

- OITE career counselors

  - www.training.nih.gov, → career services , → appointments

- Developing mindfulness

  - Headspace free trial: www.getsomeheadspace.com

  - Meditations to Change your Brain (CDs/MP3s by Rick Hanson, PhD, and Richard Mendius, MD): www.wisebrain.org

  - Meditation Oasis: http://www.meditationoasis.com

  www.training.nih.gov

Conclusion

Julie Gold*

goldje@mail.nih.gov

*I schedule my own appointments. Please e-mail and let me know what time blocks usually work for you, and I will suggest a meeting time.

More resources

- Join the NIH Intramural Science Linked-In group
- Watch previous OITE career workshops, including many on CVs, resumes and cover letters
- Read the OITE Careers blog
- Join the OITE NIH Training Alumni database if you are/were a student or fellow here

Interviewing Skills

Anne Kirchgessner
Career Counselor
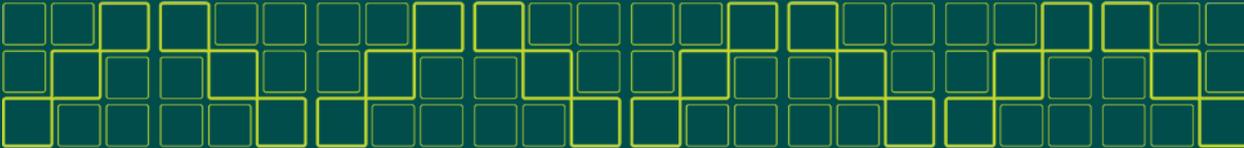
The Interview is a 2 way street

- Interviewers want to learn more about your skills and experience to decide if you are a fit for the position

- You can learn more about the job, colleagues, workplace to decide if the position is a fit for you

- Be positive! Express interest in the job.

Key to successful interviewing is effective preparation

Prepare by:

1. Researching the job and company
2. Knowing the types of questions you'll be asked
3. Preparing your answers
4. Practicing your interview responses

Researching the job and company

- Employer's homepage
- Network – use LinkedIn, professional and alumni networks
- Library resources
- Current employees
- Professionals in the field

Opportunity Questions

- Tell me about yourself.
- Why are you interested in our company?
- What interests you most about this position?
- What do you know about our organization? (products, services, research, departments)

Sample Behavioral Questions

- Describe a time when you had difficulty working with a supervisor or co-worker in the past.

- Give me a specific example of a time when you sold your supervisor on an idea or concept.

- Describe the system you use for keeping track of multiple projects.

- Tell me about a time when you came up with an innovative solution to a challenge your lab was facing.

Preparing Your Answers

- Develop examples that demonstrate how your skills and experience relate to the major job responsibilities

- Use the Situation-Task-Action-Result, STAR technique
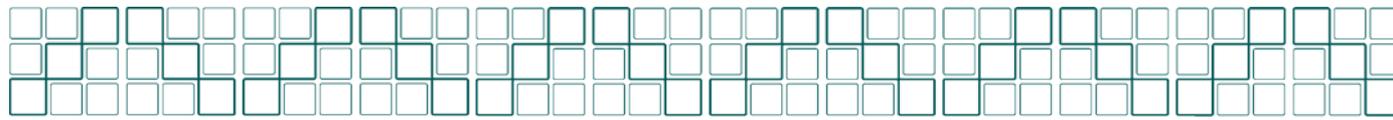
Situation-Task-Action-Result technique

1. Describe the **situation** or context.
2. Describe the **task**, challenge or problem to be solved.
3. Describe the **action** you took, what did you do.
4. Describe the outcome or **result.**

Practicing for the interview

- Mock interview with career counselor
- Practice with a mentor or colleague
- Practice your answers aloud by yourself

Some questions to ask the interviewer

- What is a typical day like?

- What is the management style of the person who will be my supervisor?

- I'm interested to know about the team/project work?

- What are the next steps?

- When should I expect to hear from you?

Make an appointment

- If you are an NIH fellow and want to talk more about interviewing or practice interviewing with a career counselor, please go to:

- https://www.training.nih.gov/career_services/appointments

- http://www.training.nih.gov
- kirchgessnera@mail.nih.gov

Interviewing articles

- https://www.training.nih.gov/assets/Interviewing_Handout.pdf

- https://www.training.nih.gov/assets/Preparing_for_Academic_Interviews_Handout.pdf

- http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/1999_02_12/noDOI.823249973844858327
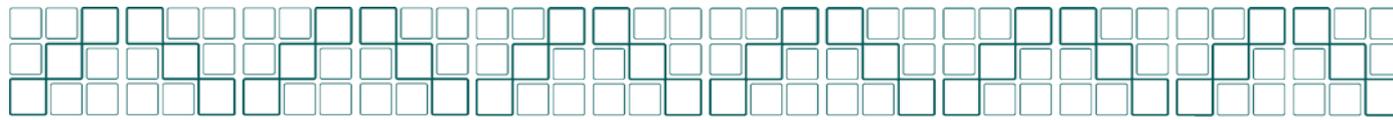
More resources

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Transferable Skills

**Shauna Clark, PhD
Director, NIH Academy
OITE/NIH**

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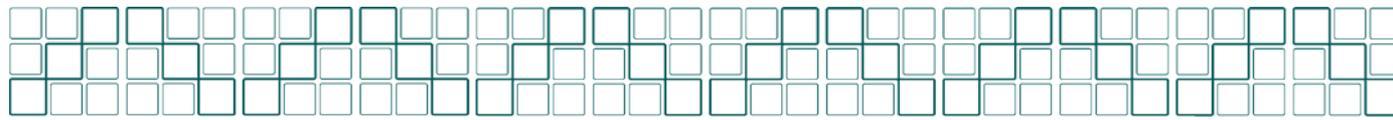
Transferable Skills Blitz Topics

- What are transferable skills?

- Marketing your transferable skills for specific careers

- Enhancing your cover letter, resume, and interview using transferable skills

- Thinking outside the box about jobs that use your transferable skills

Transferable Skills Definition

■ Learned abilities and skills that you acquire through-out your professional AND personal experiences that are applicable to any career.

  ☐ Coordinating multiple projects

  ☐ Training technical staff to operate equipment

  ☐ Event organization

  ☐ Managing project budgets

Mentored 3 undergraduate students

- **Industry**
  - Responsible for hiring, supervision, and performance review of three junior scientists

- **Science Administration**
  - University of Pittsburgh's Girls in Science mentor for high school and undergraduate students from underrepresented groups, 2010 through 2012

- **Consulting**
  - Effectively communicated and transferred complex technical information to junior personnel. Used expertise to assist junior personnel with problem solving.

- **Project management**
  - Empowered project staff to meet quality standards, use resources effectively and deliver tasks on time.

Career Symposium Committee Member

- **Industry**
  - Developed novel strategy for workshop designed to expose scientists to careers in the biotechnology industry. Identified experts, gained stakeholder buy-in, implemented plans in accordance with time-lines and budget restrictions.

- **Science Policy**
  - Interpreted and applied administrative guidelines regarding financial management, procurement, facilities use. Facilitated communication between established career professionals and junior scientists

- **Science Administration**
  - Organized career and professional development symposium attended by 4,000 graduate students and postdoctoral scientists. Symposium highlighted 16 different career tracts and included 25 workshops on various professional development skills including networking, using linked-in, and preparing resumes.

Developed Transgenic Mouse Model

- Industry
  - Developed a cystic fibrosis transgenic mouse model that resulted in 8 peer reviewed publications and $3.6 Million in grant funding.

- Project Management
  - Developed strategy and implemented 2.5 year $1.3 M project in collaboration with institutional core facility and external academic partner. Project resulted in $3.6 M in additional funding.

- Regulatory Affairs
  - In collaboration with institutional Animal Care and Use Committee (IACUC) and Biological Safety Committee submitted and gained all necessary documentation to develop transgenic mouse model for cystic fibrosis. Documents were completed 6 weeks ahead of schedule.

Skills

- Technical
- Supervision/Management
- Team
- Collaboration
- Professional
- Computer
- Service
- Leadership
- Languages
- Communication

Leadership

- **What we normally see:**
  - President of graduate club
  - Nothing

- **What we should see:**
  - Coordinated annual vendor shows, resulting in a $3000 profit for the organization.
  - Organized student sponsored seminar series, this included one seminar speaker per semester and the Annual Women in Science Seminar.
  - Developed non-traditional career forum, inviting and coordinating visits for 6 speakers.
  - Assisted in planning welcome week events for new graduate students.
  - Planned departmental social activities.

Communication Skills

- **What we normally see:**
  - Excellent verbal and written communication skills
- **What you should say:**
  - Presented X posters and Y talks at (Inter)National meetings
  - Presented talks to various audience type (examples)
  - Wrote SOPs, journal articles, reviews, lay-audience articles, etc.
  - Edited lab grant and manuscripts before publication
  - Facilitated a group discussion as seen by….
  - Negotiated a …..
  - Speak X, a valuable asset in this job

More resources

- Join our Listserv to get info while you are not at the NIH
  - Go to www.training.nih.gov to sign up.
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- Watch previous OITE career workshops, including many on CVs, resumes and cover letters
- Read the OITE Careers blog and join the Twitter group @NIH_OITE
- Join the OITE NIH Training Alumni database if you are/were a student or fellow here
- Email me at clarkshauna@od.nih.gov

Resumes and cover letters:
top tips

Erika L. Barr, PhD
OITE

What is a Résumé?

- A résumé is a <u>job search</u> document.
- A résumé presents <u>relevant</u> experience, accomplishments, and education.
- A résumé is <u>short</u>: generally 1 to 3 pages.
- Résumés often contain lists of skills or techniques.
- Résumés are adapted/edited for each job application or employment sector.
- A résumé is a <u>marketing</u> document.

Components

- Summary of qualifications
- Contact information
- Education
- [Post-grad education]
- Certifications/Licensures
- Research/Employment history
- Teaching/Mentoring
- Leadership
- Honors and awards

- Service
- Memberships
- Grant support
- Major invited speeches
- Patents/Inventions
- Publications

* Not exhaustive; order can vary; component titles can be personalized

- RESUMES: Summary of qualifications and Skills
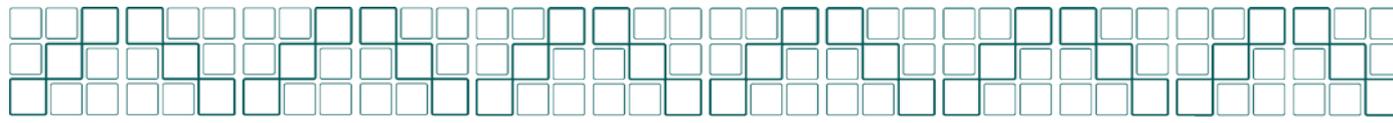
Summary/Objective Statement

- Typically only for resumes
- First (and easiest) place to adjust for job ad

- Seeking a responsible position in an industry lab doing cancer research.
- Cancer Biologist with 10 years of experience managing multiple projects in the following areas:
    - 6 years experience in mouse models of prostate cancer
    - 4 years experience in yeast as a model system for cancer genetics
    - Supervision of lab personnel
    - Management of lab budget

Skills and Techniques

- Not a laundry list!
- Keep computer filters in mind
- Organize

  - *Biochemistry*: protein purification, Western blotting, *in vitro* cell-free extracts, spectroscopy, electrophoresis
  - *Cell biology*: cell culture (bacterial, insect, mammalian), flow cytometry, immunofluorescence
  - *Microscopy*: light microscopy, epifluorescence microscopy, confocal microscopy
  - *Molecular biology*: gene cloning (prokaryotic and eukaryotic), PCR, Southern blotting

Communication Skills

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  - Edited lab grant and manuscripts before publication
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  - Negotiated a …..
  - Speak X, a valuable asset in this job

Translating Your Research Skills

- Editing
- Speaking effectively
- Writing concisely
- Identifying problems
- Identifying resources
- Gathering information
- Solving problems
- Setting goals
- Analyzing
- Evaluating

- Managing collaborations
- Mentoring/supervising
- Delegating responsibility
- Teaching
- Motivating others
- Organizing
- Attending to details
- Initiating new ideas
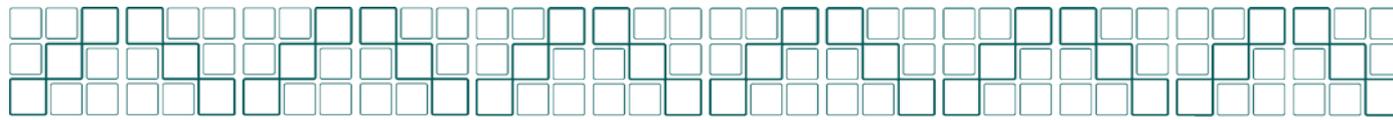
Questions to ask yourself

- What were my job responsibilities?
- What were my major accomplishments?
- What skills did I develop?
- What decisions did I make?
- How did I work with and motivate people?
- How can I quantify my results?
- How did I communicate in my job?
- Did I assume a leadership position?
- How did I make a difference in the position?

Cover letters

- First Paragraph-
  - How you found the job
  - Basic info on yourself
- Second:
  - Why you are interested in position/employer
  - Why the employer does good work (homework)
  - How you best fit the position
- Third:
  - Interesting in interviewing
  - Follow-up
  - Thanks them for their consideration

- Homework on the To:
  - Note degree
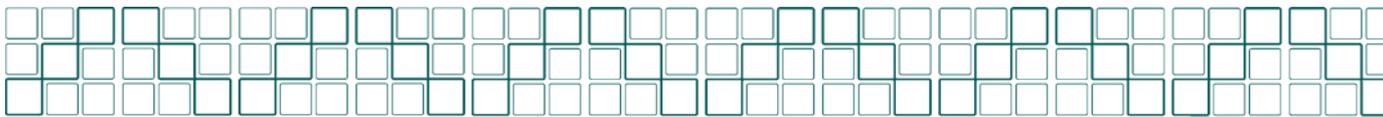
- Dear Hiring Manager,
 - I saw your ad for a Product Manager/Developer: RNA Enzymes/PURE - 6071RG on the New England Biolabs website. I am currently a postdoctoral fellow in Marlene Belfort's lab at the Wadsworth Center, New York State Department of Health.
  - I have extensive experience in restriction enzyme biochemistry, and have had ongoing collaborations with scientists at NEB, including Paul Riggs. I am very familiar with the science at NEB, and am extremely impressed by not only the high quality products that the company produces but also with the academic atmosphere of the research and development centers. My specialty is in protein-nucleic acid interactions, with an emphasis in exploring enzyme mechanisms. As a postdoc I expanded my scientific skills to include RNA biology, including RNA purification and analysis. I have a strong background with high quality *in vitro* protein synthesis and purification, including media modifications and preparations of quantities needed for biophysical and structural characterizations. I excel in improving and developing research programs as seen by incorporation of novel techniques to examine DNA binding and cleavage by restriction enzymes and the use of new system to monitor the fidelity of the group II intro reverse transcriptase. I took a strong leadership role in the lab to ensure coordination of chemical inventory and ordering systems. I have excellent organizational skills as noted by completion of 8 peer reviewed papers with the participation of technicians and students that I supervised. Additionally, I have a strong attention to detail. My diverse background in DNA/RNA-protein biochemistry would be a terrific fit for this position.
  - I look forward to continuing this conversation in an interview. I will contact you by X date to follow up on this application. Please feel free to contact me at anytime, the best method is by email atgghhg. Thank you for your consideration.
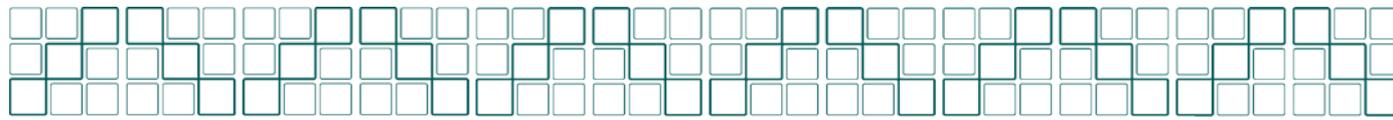
General Thoughts

- Keep a master activities/accomplishments document as you go along

- There is no template, but your document must be clean, crisp, and easy to read

- Real estate matters –put most important things at the front

- Double and triple-check for typos

- Lots of eyes are helpful –your faculty,mentors, colleagues
  - But appreciate opinions will vary and data argue that there are many "right ways"
  - Best opinions are from "insiders" with a lot of experience
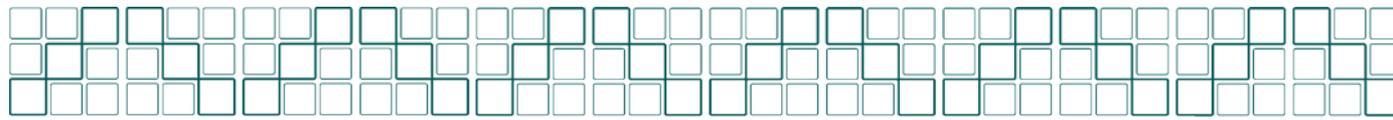
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	CV	**Résumé**
What?	Full professional and educational history	Summary of experience and skills
Length?	No limit, but don't pad	~ 1 to 2 pages
Uses?	Academic and gov't research positions	Almost every other type of job
Publications?	Yes – all of them	None, or a select group
Modified to fit the job?	Not much	Yes – very much so
Content vs. style	Content over style	Both style and content matter
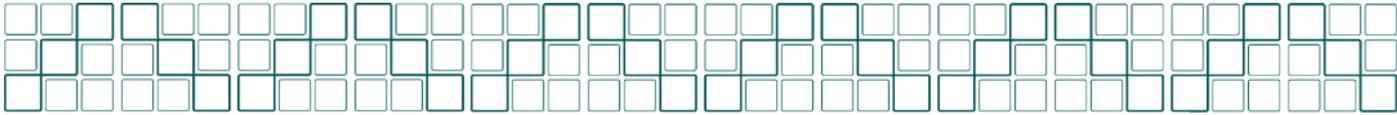
Negotiating Offers

Lori Conlan, PhD, Director of Postdoc Services
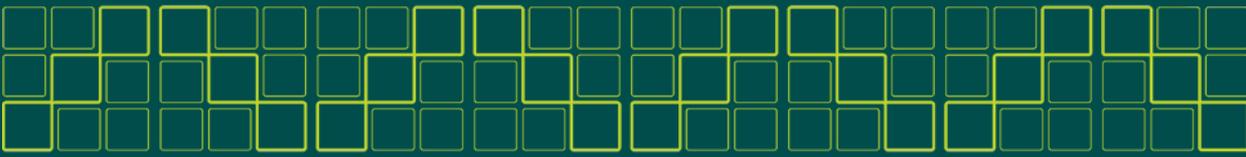
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**TRAINING&
EDUCATION**
NATIONAL INSTITUTES OF HEALTH

Dr. X, we would like to offer you a position…..

- Salary information
- Benefit information
- Start date
- Items specific to your position

- Usually comes by telephone then a written offer
- Is not a done-deal until it is put in writing, the papers are signed, and all of the paperwork is completed

Now what?

■ Are they offering you what you feel you are worth?
  □ Know your value and those of comparable positions
    ■ Informational interviews
    ■ Online tools, salary wizard, glass door, Monster.com, faculty salary surveys (AAMC), state school salaries are published
  □ Know cost of living adjustment
  □ What you bring to the table
    ■ Do you bring something specific that allows you to command a better salary

■ Salary is not everything

Non-academic considerations

- Bonuses
  - At signing, annual, on-the-spot, or a combination?
  - Much more common in government and private sector
- Profit Sharing or Stock Options

Academics

- Must consider space and startup too
- Also teaching/clinical/service/research time
- Understand the tenure process

- Is the salary 9 or 12 month?
- How much of salary needs to come from grants?

Benefits

- **Health insurance**
    - Types of plans
    - Percentage covered by the employer
    - Cost of adding spouse and family
    - Coverage for domestic partners
    - Availability of vision and/or dental plans
- **Other types of insurance**
    - Life insurance (basic often provided at no cost)
    - Disability (is often not sufficient)
- **Flex Benefits**
- **Retirement**
    - You need to know the specific vehicles used
    - Time to vest varies
    - Percentage of employer match varies
    - Additional voluntary plans can supplement

Benefits

- Vacation and sick leave
  - Starting amount and rate of increase
  - Paid or unpaid at end of service
- Holidays
- Help with relocation
  - All expenses paid or a moving allowance?
  - Assistance with housing - finding it or paying for it?
  - Help with job for your spouse or partner?
- Tuition assistance
  - job-related only, limit to number per year?
- Child care subsidies
  - On or off-site
  - May have waiting lists and salary guidelines
- What is the commute like? Any assistance there?

Now you have four options:

- **Stall**
  - ☐ Express enthusiasm; ask for time to carefully consider the offer
  - ☐ Factor in other "irons in the fire"
  - ☐ Take time to prepare for any negotiation you decide is important
- **Negotiate**
  - ☐ More in the following slides, get help for mentors/OITE/etc
- **Accept**
  - ☐ Not before you have an offer in writing; accept in writing
  - ☐ Address start dates or any previously planned commitments up-front
  - ☐ You must then reject other offers and withdraw other applications
- **Reject**
  - ☐ Respectfully - no need to burn bridges
  - ☐ Be prepared to explain why

Negotiating

- Begin with a verbal conversation
- Start by conveying your enthusiasm for the position and summarize elements of the offer that you find acceptable
- Introduce the area you would like to negotiate about
- Listen carefully to the response; ask for clarification if needed
- Take notes; stress may make it difficult to remember what was said
- Restate positions and agreements
- End with a thank you and some indication of your level of enthusiasm
- Send a written follow up
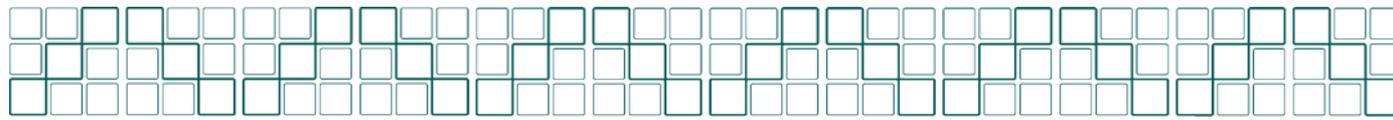
- In order for me to be productive and do my job I need…..
- And remember
  - Be clear about the difference between needs and wants
  - Knowledge is power
  - Salary is not the only thing
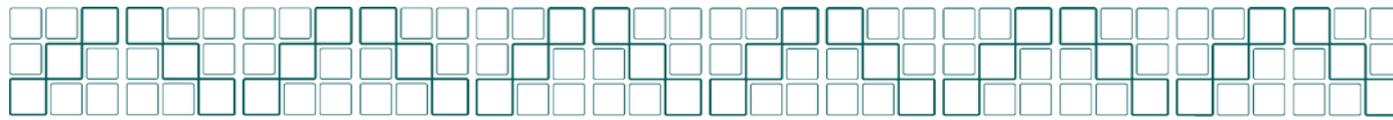
Common responses from the other side

- What salary are you willing to work for?
    - Best to put your optimal salary in the mid-range of the scale
- If I pay you what you are asking for, you will earn more than other recent hires
- I don't have any flexibility in this regard - salary ranges are set by my boss, HR, the institution, etc.
- We are offering all of our new hires the same nonnegotiable salary
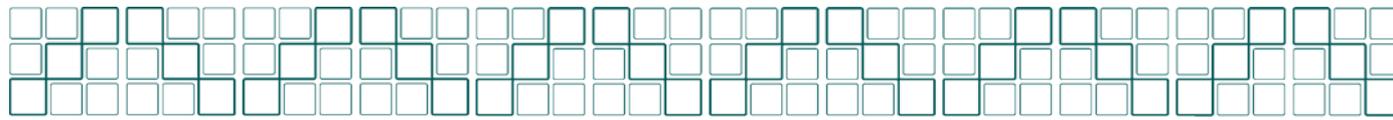
Multiple offers?

- Be clear and willing to share information with all parties
- Know timelines for each and appreciate that they may differ
- You can ask for more time to decide, but you may not get it
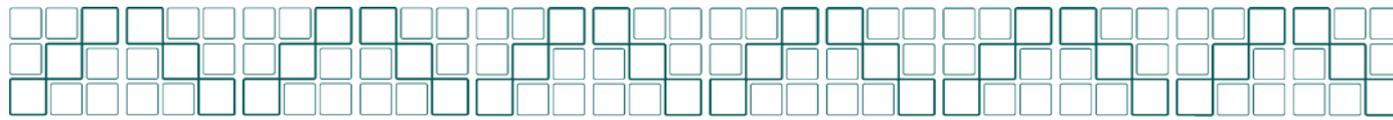
Don't want this job?

- Decline as soon as you decide that you are not interested in talking further

- Be respectful and keep explanations brief and general
  - I don't believe there is a good fit for me
  - This is not a good move for me [and my family]
  - My partner was unable to find a suitable position
  - I have other offers that provide better opportunities

More resources

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- Watch previous OITE career workshops, including many on CVs, resumes and cover letters
- Read the OITE Careers
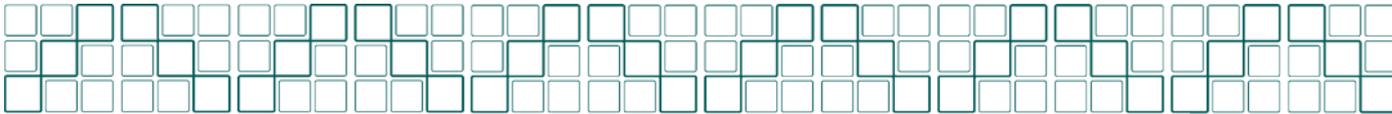- Join the OITE NIH Training Alumni database
- Email me at conlanlo@mail.nih.gov

Where are fellows going?
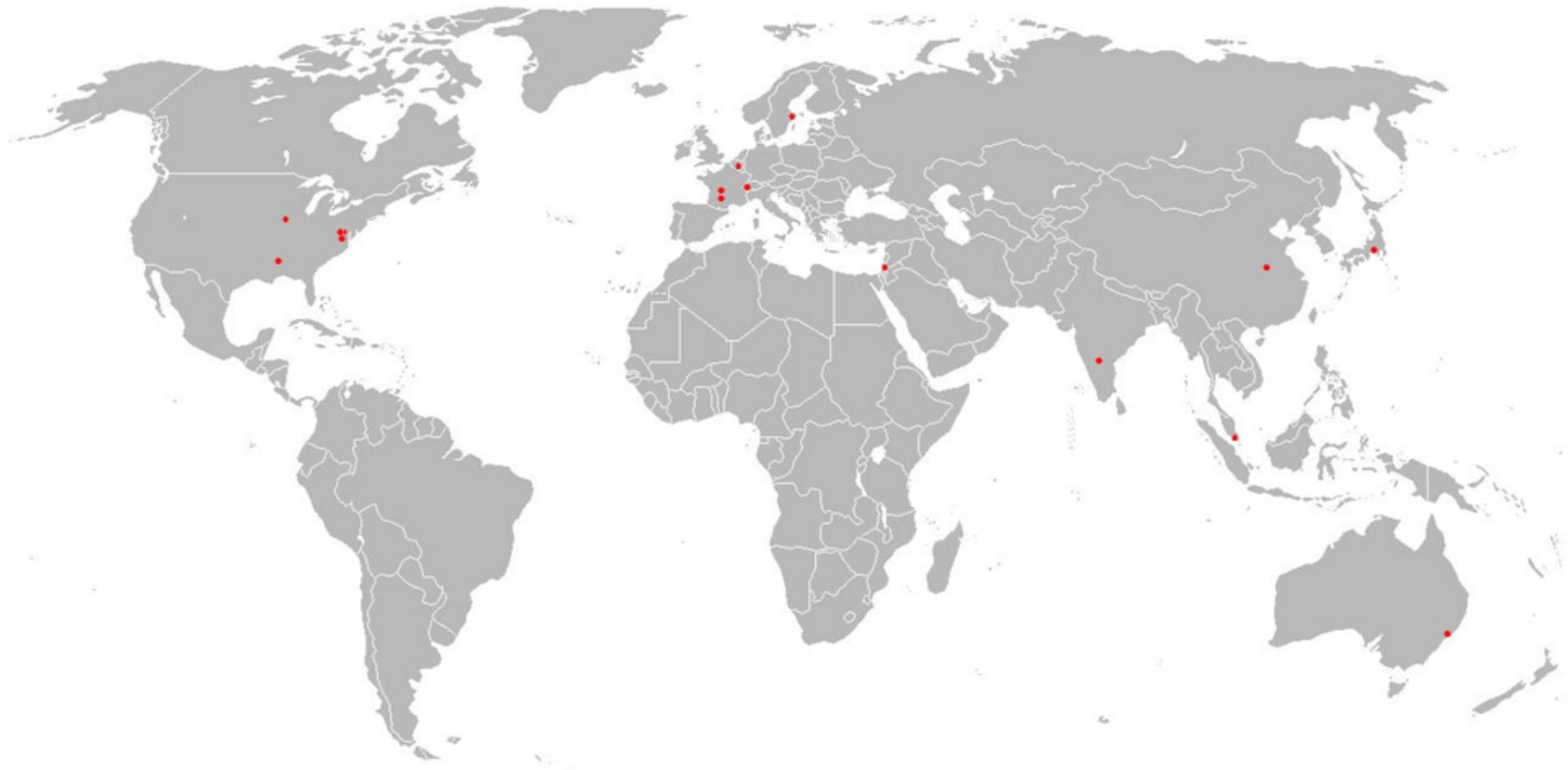
Where will your ● end up?

What are they doing?

- Kai Cheng – Supervisor, The Jackson Laboratory, US
- Athula Murthi – Director, India Bioscience, India
- Matt Wenham – Assoc. Dir., Inst. on Science for Global Policy, US
- Giovanna Jaramillo Gutierrez – Technical Officer WHO, Switzerland
- Goli Samimi – Group Leader, Garvan Insitute, Australia
- Yair Herishanu – Director, Sourasky Hematology Clinic, Israel
- Mukesh Kumar – Senior Director, Amarex Clinical Research, US
- Sato Ashida – Assitant Prof., Univ of Memphis, US
- Vasiliki Ikonomidou – Asst Prof, George Mason Unv., US
- Pengjing Xu – Director, Huizhong/Huipu IP Law Firm, China
- Toshiki Yabe – Asst, Prof., Kanazawa Med. Univ., Japan
- Cyril Buhler – Project Manager, DNA Therapeutics, France
- Mee-Ngan Fances Yap – Asst. Prof., St. Louis Univ., US
- Aurelie Neveol – Senior Staff Scientist CNRS, Orsay, Franc
- Jean Pierre Gillet – Professor, Univ. of Namur, Belgium
- Yenan Bycession – Asst. Prof., Karolinska Inst. Stockholm, Sweden

Where you go impacts your preparation

- Identifying global research and career opportunities
- Establishing helpful relationships
- Creating effective job search materials
- Preparing additional materials
- Navigating Visa issues
- Developing a cultural/language awareness

Developing a job search time line

- **24 months from end of training**
  - Solidifying your career position field

- **12 to 18 months from end of training**
  - Development of job search materials
  - Define your search targets / search strategies
  - Develop your networking tools
  - Prepare for interviews and negotiating

- **12 months from end of training**
  - Time shifting to finishing up and the job search; focus your search

- **6 to 9 months from end of training**
  - Intensifying your search to match visa preparation and deadline schedules if necessary

Job search materials

- ## Create materials that are region or country specific
  - CV or resume
  - Structure, content and formatting of that content
  - Take advantage of successful examples or standardized online resources

- ## Cover letters and other documents
  - Structure, what employers expect to see, what language to use
  - Certificates, diplomas, other materials

- ## www.Jobera.com

	U.S.	Australia	India	China	Brazil	Germany	Uk
What you call it	✓						
Picture				✓		✓	
Marital Status				✓	✓	✓	✓
Date of Birth				✓	✓	✓	✓
Gender				✓	✓	✓	
Number of Children				✓	✓	✓	
Personal Interests						✓	
Nationality	✓	✓	✓	✓	✓	✓	✓
Structure Specific						✓	
Reverse Chronological Order	✓	✓		✓	✓	✓	✓
Chronological Order	✓		✓				
Functional/Thematic							✓
Language skills			✓	✓	✓	✓	
Alternate Versions					✓✓		
Paper type	US Letter	A4	A4	A4	A4	A4	A4

Building & maintaining networks abroad

- Develop relations that work for you
  - Provide inside information
  - Tap into the hidden job market

- Where to look
  - Current colleagues and alumni
  - Face-to-face: conferences, career fairs, other events
  - Technology based: LinkedIn, ResearchGate, Mendeley, Twitter, Facebook

- Tools to manage them
  - http://myidp.sciencecareers.org/

Finding posted jobs abroad

- **General sites**
  - NewScientist Jobs
  - Nature Jobs
  - Science Careers Jobs
  - Research Gate Jobs
- **Europe**
  - EURAXESS Links (North America, China, India Japan, Singapore)
  - Euro Science Jobs
- **India**
  - IndiaBioScience.org
  - Employment News
  - Helpbiotech
- **China**
  - Chinese Student and Scholar Association

Staying in the U.S.

- Cap Exempt H1B Visas paths
  - Unlimited; apply year round
  - Colleges, universities, non-profit organizations, government research organization

- Cap Subject H1B Visas paths
  - 65,000 visas; season begins in April, start date October 1
    - Planning your job search around the future cap season
    - Creating positions for yourself or applying to positions

- Understanding the process is the key to navigating the process
  - Offer/acceptance, "prevailing wage", Labor Certification Application, processing fees, immigration attorney?, approval

- U.S. Citizenship and Immigration Services

- NIH Division of International Services

- www.myvisajobs.com

NIH Resources

- Office of Intramural Training and Education (OITE)

- NIH Fellows Committee (FelCom)
  - Career Development, FARE, etc

- Visiting Fellows Committee (VFC)
  - International Opportunities Expo (September 2014), Newsletter, Science Voices from Home, brown bag series

- Individual Country Support Groups
  - Sources for valuable information and network development

- NIH Division of International Services (DIS)
  - Visa and immigration support

- Fogarty International Center (FIC)
  - Global health resources, funding opportunities, programs, networking

More resources

- Connect with me on Linked-In and join the NIH Intramural Science Linked-In group

- Watch previous OITE career workshops, including many on CVs, resumes and cover letters

- Read the OITE Careers

- Join the OITE NIH Training Alumni database

- Email me at mullensh@mail.nih.gov

Networking and Social Media

Phil Ryan, PhD
Director of Student Service
GPP/OITE/NIH

Office of Intramural
TRAINING&
EDUCATION
NATIONAL INSTITUTES OF HEALTH
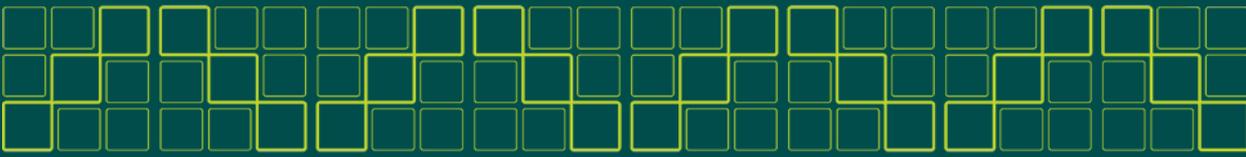
Types of Networking

- There are two forms of networking:
  - Passive (Virtual, impersonal)
  - Active (Personal, intentional)

- Not every relationship is going to be the same
  - Big deals: require an investment of time and energy
  - Small deals: may be more of the internet based connections, people in passing

Developing a Networking Map

Folks in your community

Folks in the scientific community

People in your scientific life

People in your lab

Have a conversation

- Elevator Speech
  - Who you are, where you work, what you do, what you are looking for
- Open ended questions
- Have talking points ready
  - Recent events, weather, current science headlines, etc.
- Have a purpose, informational interviews

Informational Interviews

- Allows insider information
- Help prepare strong application
- A good way to find a career path or get info on a current job opening

- Are not a way to ask for a job!!

Info Interviews: Four Goals

- Present
  - Tell me about your current position
- Past
  - How did you get into the field
- Future
  - Long term opportunities in the field
- Advice
  - Contacts, feedback, professional societies, insights into possible positions
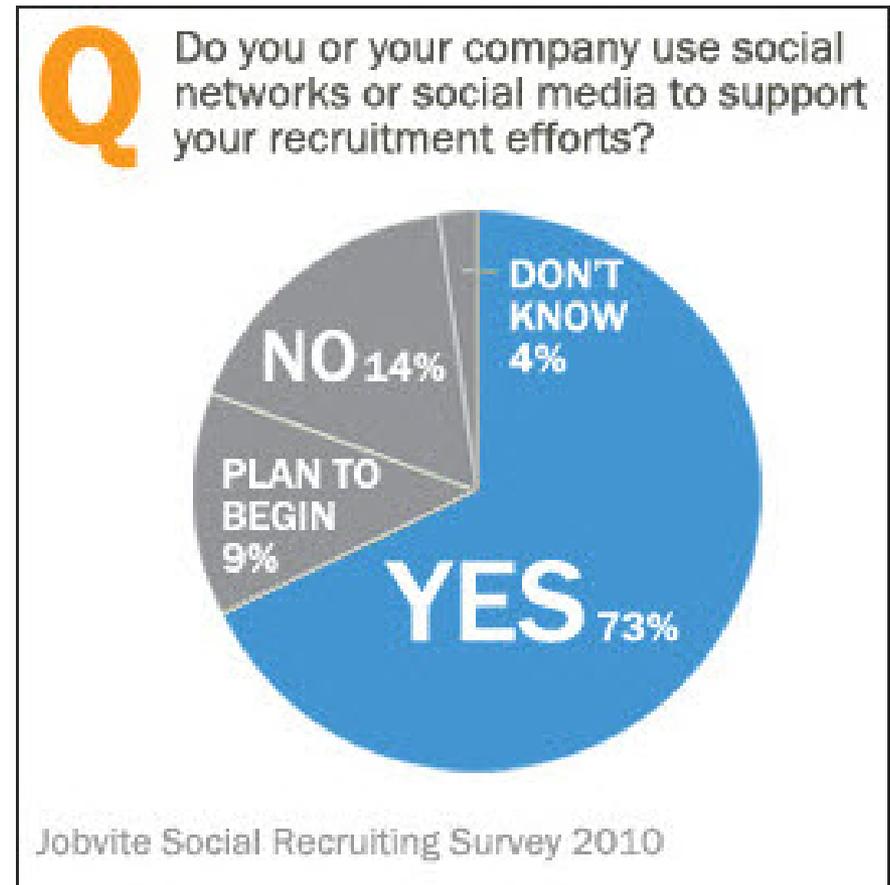
Keeping up the conversation

- *For those big deal relationships—ones that really matter*
- Organize contacts
- Email a personal note (ASAP!)
  - Include what you discussed
- Foster the relationship
  - Article of interest
  - Watch pubmed
  - A general hello is fine

Social Media Tools

- Facebook
- Twitter
- Blogs
- www.researchgate.net
- www.epernicus.com
- Nature
- LinkedIn

Do you or your company use social networks or social media to support your recruitment efforts?

DON'T KNOW 4%
NO 14%
PLAN TO BEGIN 9%
YES 73%

Jobvite Social Recruiting Survey 2010
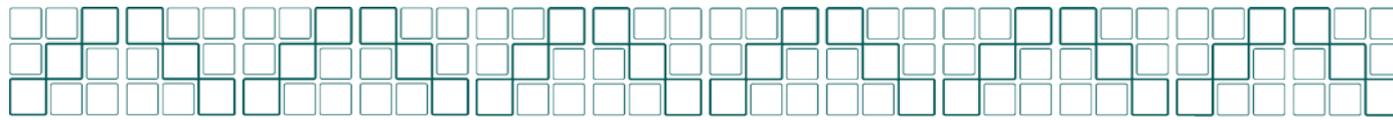
What should a linkedin profile look like?

- Summary
- Experience
    - sometimes combined with summary
    - List in STAR format—I do X to understand Y
- Publications
- Languages
- Education
- Additional Info

- Watch out: Current –sometimes it lists things there that are not as important

Challenge

- Contact one person from your network to conduct an informational interview with.

  - Dear Dr. X,

  - I am currently a ZYY at XX. I was hoping to get a little more information about how you navigated into your career. Do you have 15 minutes to spare for a telephone call?
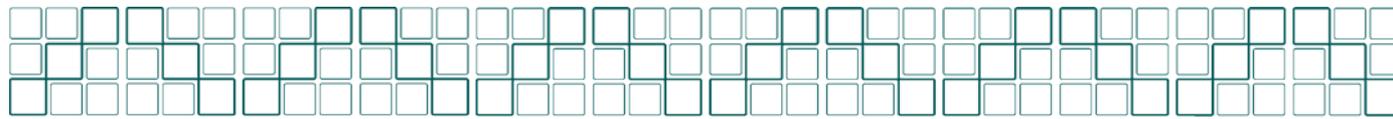
  - Thanks in advance,

References

Never Eat Alone, Ferrazzi
Make your Contacts Count, Baber and Waymond
Power Networking, Fisher and Vilas
Networking for People Who Hate Networking: A Field Guide for Introverts, the Overwhelmed, and the Underconnected ,Devora Zack
The Riley Guide

More resources

- Join our Listserv to get info while you are not at the NIH
    - Go to www.training.nih.gov to sign up.
- Connect with me on Linked-In and join the NIH Intramural Science Linked-In group
- Watch previous OITE career workshops, including many on CVs, resumes and cover letters
- Read the OITE Careers
- Join the OITE NIH Trainee Alumni database if you are/were a student or fellow here
- Email me at ryanp@mail.nih.gov

Planning For Career Satisfaction & Success

Dr. Sharon L. Milgram
Director, NIH OITE

Office of Intramural
TRAINING&
EDUCATION
NATIONAL INSTITUTES OF HEALTH
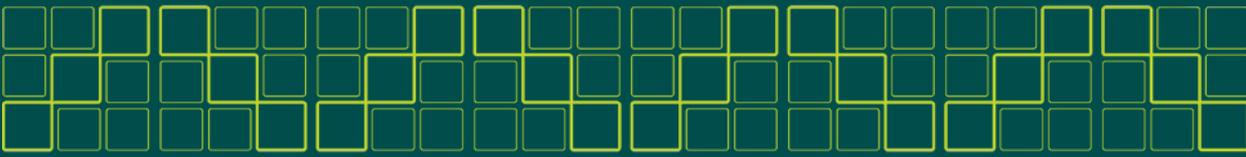
Some Facts

- "The proportion of PhDs that move into tenured or tenure-track faculty positions has declined from ~34% in 1993 to ~25% now."

- "The percentages of biomedical PhDs in industry and government have remained relatively constant. The categories that have seen growth are science-related occupations that do not involve the conduct of research …. "

- "Despite these changes, graduate training continues to be aimed almost exclusively at preparing people for academic research positions."

Full report at http://acd.od.nih.gov/bwf.htm

Elements of Career Planning

Job

↑

Job search

↑

Try it on
Gain credentials

↑ ↑

Know Self   Know Options
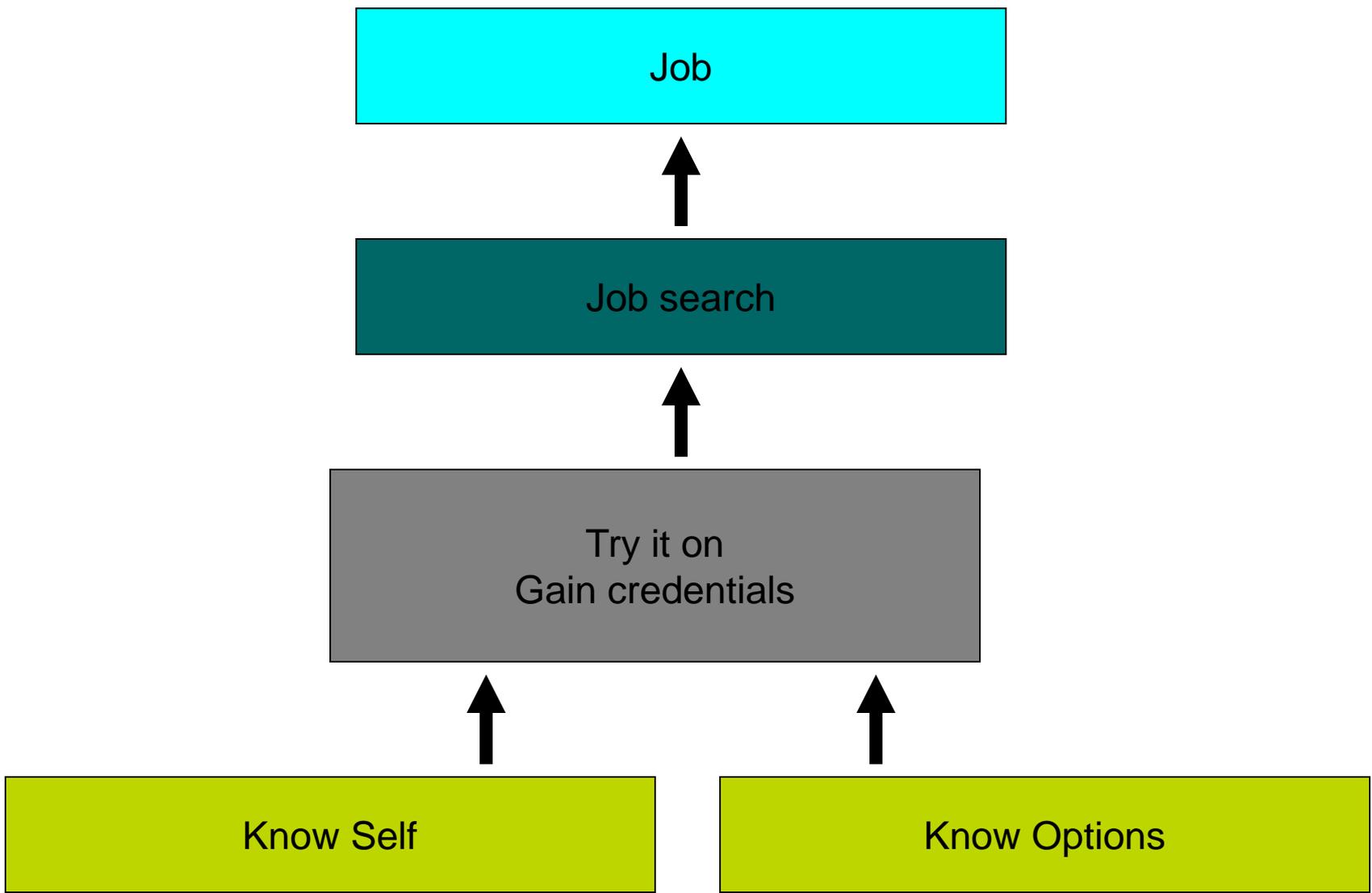
Elements of Career Planning
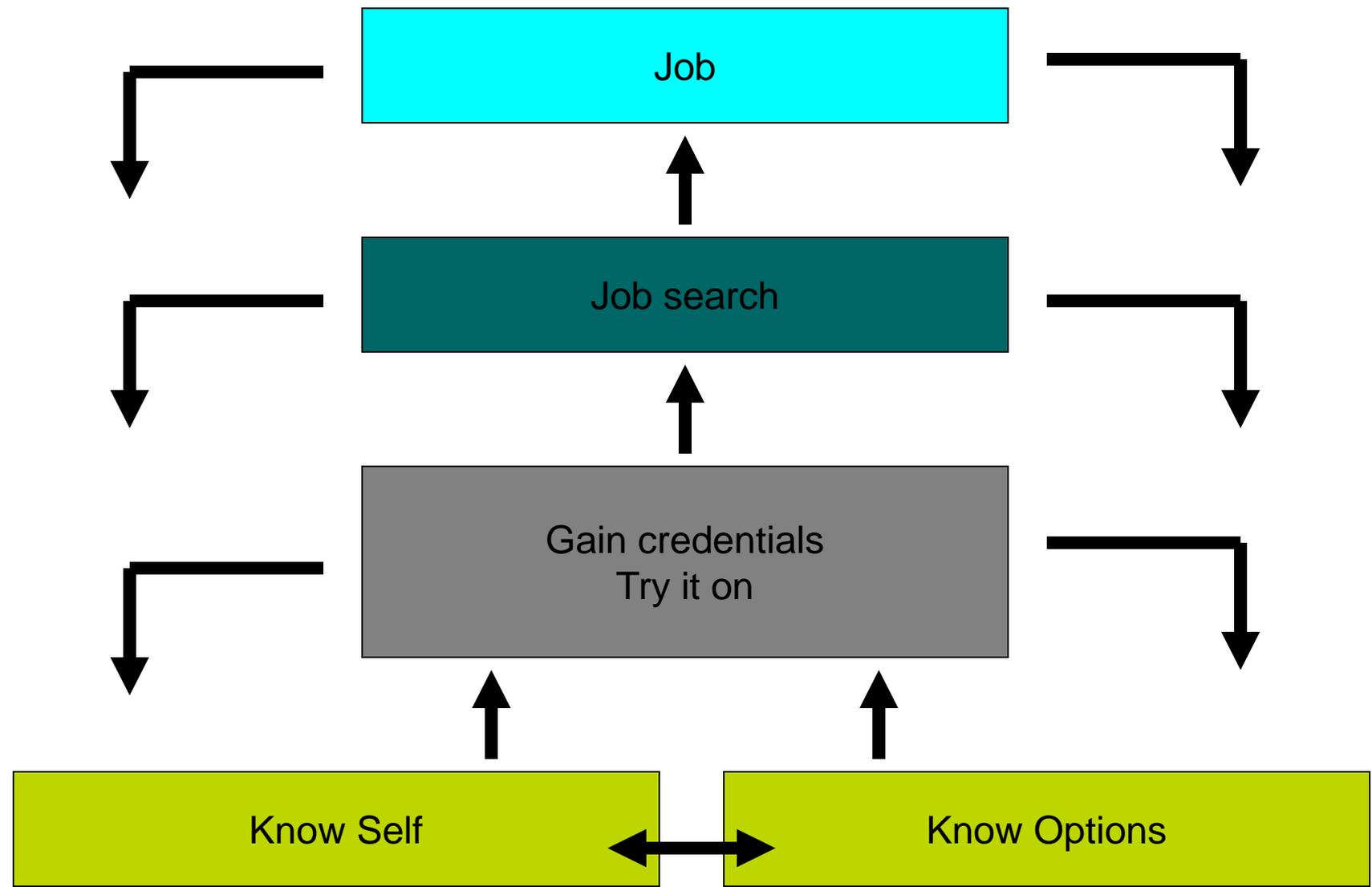
Options Knowledge Means Understanding:

- The responsibilities and duties of an occupation or position
- Salary, typical benefits, perks, and advancement opportunities
- Down-sides, risks, and typical de-railers
- The qualifications and experiences needed to get the job
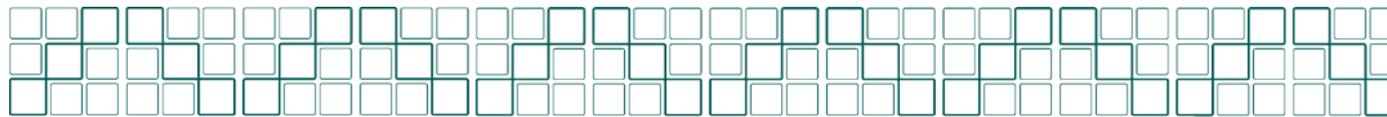
Major Categories of STEM Career Options:

- Health care delivery/management
- Research and development
- Administration
- Education
- Policy
- Business
- Writing
- Law
- Consulting

Gaining Options Knowledge

- Read books, blogs and websites
- Talk with mentors, colleagues and friends
- Attend career workshops and symposia
- Watch the OITE 'How-To' series
- Do INFORMATIONAL INTERVIEWS

Why Do Informational Interviews?

- To broaden your career options or to explore a career you know you are interested in
- To expand your professional network
- To access up-to-date career information and access the underground job market
- To identify your professional strengths and weaknesses
- To build confidence for when it matters the most

- One in 12 informational interviews leads to a job offer – the best odds you have!
- Read more: http://oitecareersblog.wordpress.com

The Nitty Gritty

- Easiest to make your request by email
  - ❑ Keep it short
  - ❑ Proof-read it
  - ❑ Name-drop
  - ❑ Ask someone to make an introduction on your behalf
- Can meet in person or by phone
- Be flexible regarding when you meet
- Bring a current CV or resume
- Plan for no more than 30 minutes
- Open conversation with:
  - ❑ Brief explanation of why you requested the meeting
  - ❑ Summary of your experiences to date

Finding People To Talk With

- Alumni databases

- Ask teachers and mentors

- Attend career panels

- Join appropriate professional societies

- Linked-In and other professional networking sites

- Use personal networks

Things To Explore

- What the job is really like

- Critical skills for success

- Career trajectories

- Advice on moving forward

- Do <u>not</u> ask for a job but be open to any opportunities they put on the table
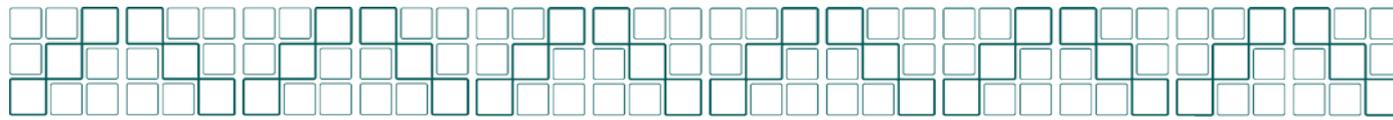
Example 1

Dear Dr. Milgram:

Dr. XXXX suggested I contact you because of your experience in science education at NIH and in an academic setting. I am a fellow here at NIH and I am very interested in transitioning from my current position to one where I can use my communication and organizational skills to enhance science education at the undergraduate or graduate level. I would appreciate the opportunity to meet with you briefly to discuss your thoughts on how I might make this career transition. I am especially interested in your views regarding some potential volunteer experiences and differences you see in your staff who work with undergraduate vs. graduate students. I can meet at your convenience and greatly appreciate your time.

Sincerely,
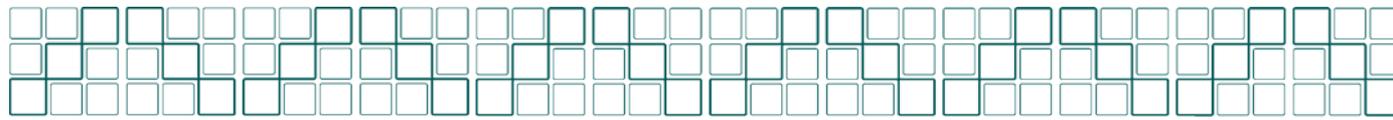
Example 2

Dear XXX:

I am considering a career transition to clinical research and Dr. XXX from XXX suggested I contact you. I recently completed a short volunteer internship under her guidance and this experience solidified my interest in a clinical research career. I would greatly appreciate an opportunity to talk with you about your current position as Clinical Research Coordinator at the NIH Clinical Center. I know you are very busy and I am happy to meet by phone anytime that is convenient for you. In addition, I will be in Washington, DC October 15 – 20 and could meet in person anytime that week. I imagine you must get many requests like this one and appreciate your consideration.

Thanks in advance,

Self Knowledge Means Knowing:

- Interests within the field

- Personality and learning style

- Highly developed and developing skills

- Work preferences (work values)

- Management and leadership style

- Credentials

- Personal and geographic restrictions
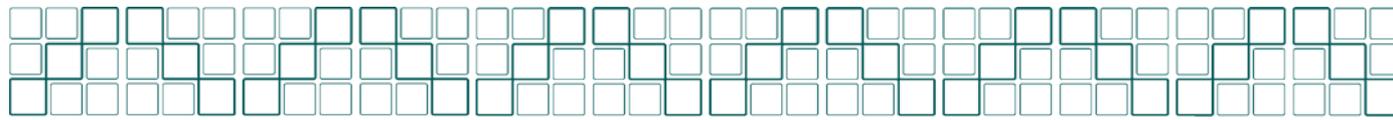
Gaining Self Knowledge

- Read books and Web-based resources
- Attend leadership and management workshops
- Talk with:
  - Mentors
  - Colleagues and friends
  - Career counselors

- All leading to self-reflection and greater self-awareness

Defining Your Skills

- From two perspectives
  - ❑ Developing or highly developed skills
  - ❑ Weaker skills that need your attention
- In sufficient depth to be useful
- With examples to back it up
- And formal recognition that confirms it (= credentials)

Skills Self-Reflection

- Ask yourself these questions:
  - ❑ On what productive tasks do you send a lot of time AND enjoy the process?
  - ❑ When do you get animated while talking about something?
  - ❑ What consumes you even when you don't have any time to waste?
  - ❑ When do you go home energized and excited?
- And then these:
  - ❑ What do you avoid, even when you know you need to get it done?
  - ❑ When do you go home drained and wishing you could avoid work for weeks?

Skills You May Have

- Technical

- Analytical

- Learning and problem solving

- Communication

- Teaching

- Mentoring

- Project management

- Budget management

- Self management

- People management

- Leadership

Parsing Your Skills

" I have excellent communication skills":

- Can explain complex concepts to lay audiences
- Best when speaking to an expert audiences
- Have an engaging public speaking style
- Can coherently organize material for others
- Can facilitate discussions, even heated ones
- Can influence individuals or groups
- Can think quickly on my feet when answering questions
- I easily connect with and engage students in the classroom
- Can write for a deadline
- Can edit the work of others
- Can write for lay audiences better than expert audiences
- Excellent at writing highly detailed methods-based document

More on Skills

- Can be learned and enhanced
  - But best to identify and exploit natural talents
- Important to define skills as specifically as possible
  - For career exploration and for your job search
- For career transitions, it is often important to examine your **transferrable skills**
  - Skills you have acquired during any activity in your life that are applicable to what you want to do in your next job
  - Any activity means at home, in the community or at work

Major Categories of Transferrable Skills

- Communication

- Analytical and problem solving

- Human relations and teamwork

- Organizational management (and leadership)

- Work ethic and approach
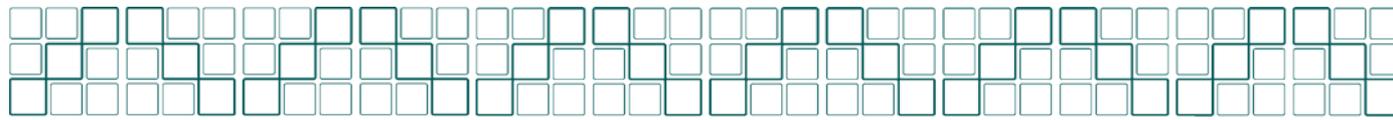
Knowing What You Need

- More personal, often ignored, and subject to a variety of cultural, personal, and family influences

- Mismatch between needs and actual job is often a source of job dissatisfaction and stress

Exercise

- Answer the following question:

  I am interested in a job that has/includes……..

- Look at how many job requirements you have and work to identify which are MOST IMPORTANT to you

  Identify your TOP THREE job requirements

We All Have Different Needs

1. Frequent dealings with the public
2. Variety and a changing work pace
3. Opportunity for global perspectives and international work
4. Substantial teamwork and group interaction

1. Friendships and warm working relationships
2. Flexibility in work schedule and structure
3. Opportunity for significant teaching and mentoring
4. Stability and predictability in my job

1. Using cutting edge or pioneering technologies
2. Making decisions, having power to decide courses of action
3. Variety and a changing work pace
4. High degree of intensity and competition

Interests

- What do we think about when we think about work?
  - ❑ Problems and broad areas of science/healthcare
  - ❑ Technologies, procedures and approaches
  - ❑ Communicating outcomes and results
  - ❑ People as individuals
  - ❑ Teams, groups and management
- If we never think about work, what do we think about?
  - ❑ A sign that it may be time for a change
  - ❑ Time to move to another group? away from the bench? Away from science?
  - ❑ Important to consider what to move toward
- Sometimes, our hobbies and outside interests help inform our science career decisions
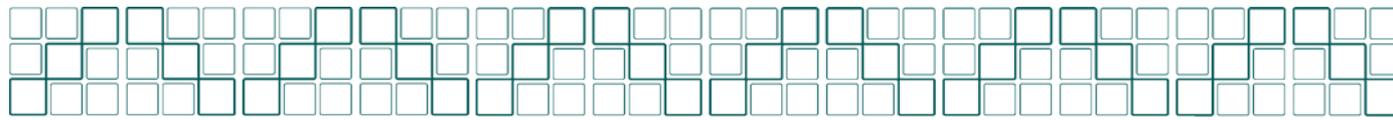
If you did not care what anyone else thought about your choice, what would you do?
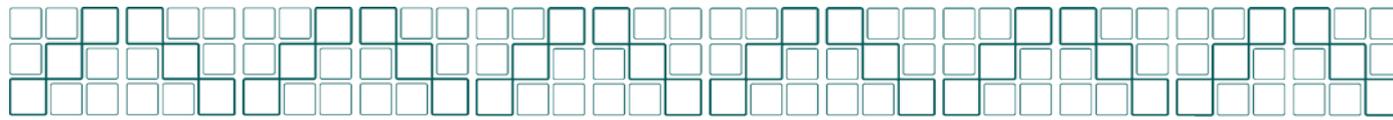
There are Big Consequences for Ignoring This Self-Reflection

- The 90,000+ hours rule

- You can NOT get this from the web, from reading a book, or by asking others.

- Provides some rationale for exploring some jobs over others, but this is not proscriptive

Elements of Career Planning

Job

Job search

Try it on
Gain credentials
Prepare materials

Know Self ← → Know Options
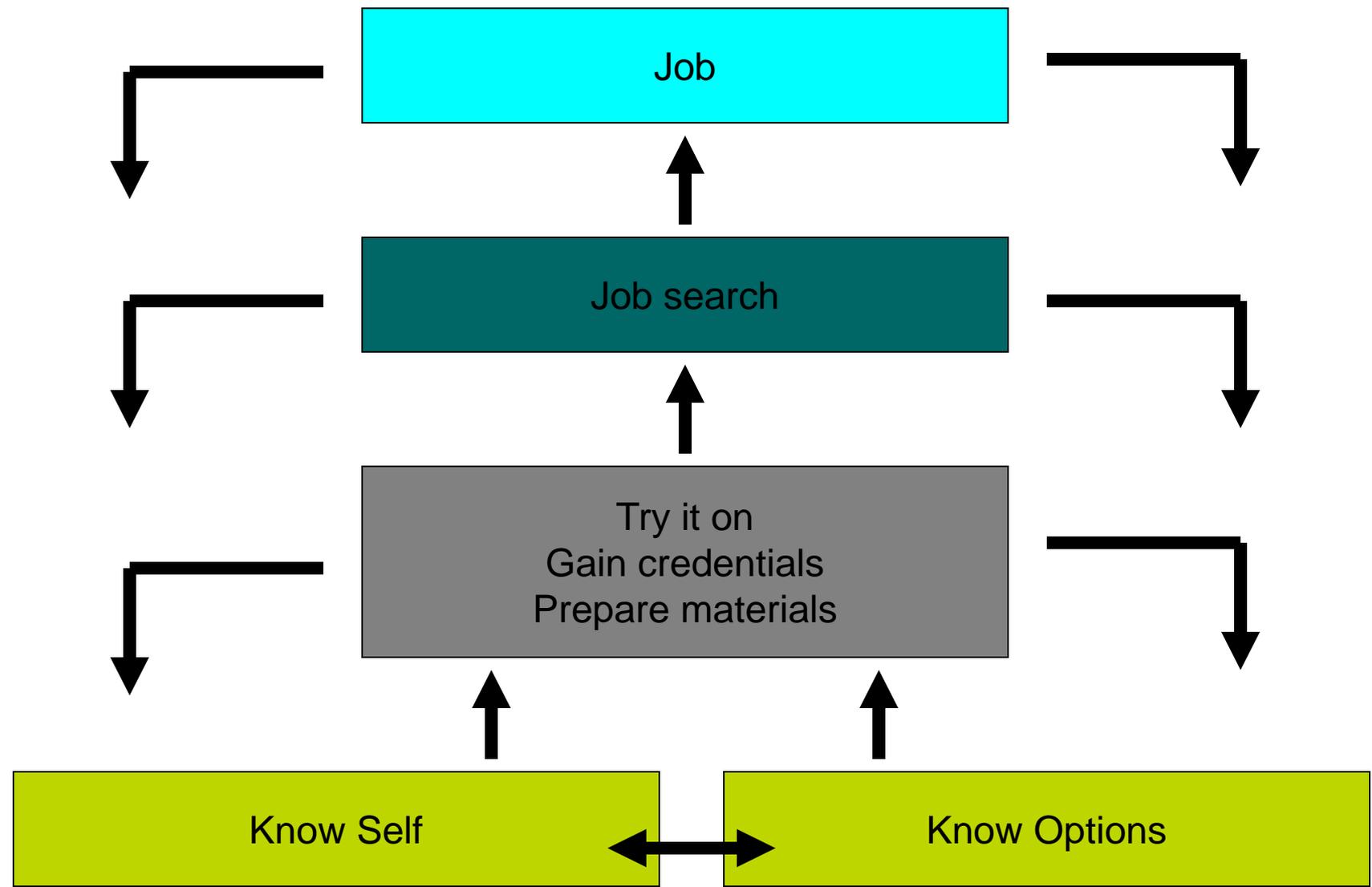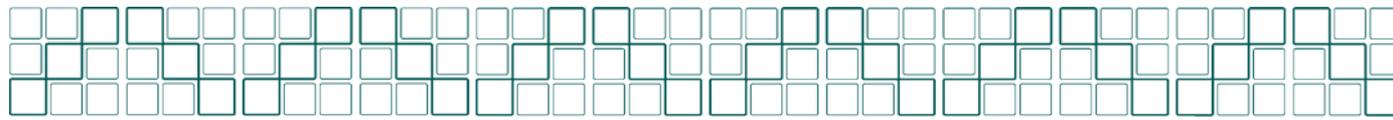
Getting the Experiences You Need

- Start early and start general; increase your focus as you settle on a plan

- Use an Individual Development Plan to track your progress (http://myidp.sciencecareers.org/)

- Find and engage career mentors

- Look for opportunities on your campus, in the surrounding community and in scientific societies

- Take evening/on-line courses if necessary

- If you anticipate resistance from your thesis or postdoc supervisors, prepare to deal with it

Comparing Your Skills to the Job

MY HIGHLY DEVELOPED SKILLS	SKILLS NEEDED FOR _____ POSITION
1.	1.
2.	2.
3.	3.
4.	4.

- Then ask:
  - Where is there overlap?
  - Is there enough overlap to begin searching?
  - Where am I lacking important skills?
  - What can I do about skills I am lacking?

Some Fundamental Truths

- Job searches are about transitions and transitions are always difficult
  - We have to let go
  - We have to deal with a lot of uncertainty
  - We face the discomfort of deeply examining ourselves
  - We face the discomfort of being examined by others
- In addition to managing the job search we have to manage the emotions and doubts that go along with it
- Understanding the process is the first step in conquering the process
- Working with supportive mentors can make all the difference

First Principles of Science Careers

- When it comes to choosing a career, one size does not fit all
- You have many options in all employment sectors
- You will get a job based on your research accomplishments AND your broader skill set
- Job searches are about transitions and transitions are stressful
- You will likely have multiple career transitions

To Have A Successful Career, You Need To:

- Define and hone your skills (so you can use them to shine)
- Know your liabilities (so you can improve them or hide them)
- Know what is important to you (so you can put that first)
- Learn to manage your time
- Learn to manage and lead people
- Develop your emotional intelligence
- Learn how to deal with set-back and disappointment
- Identify and come to terms with limitations and constraints
- Develop networks in ways that matter
- Develop relationships with advocates and mentors who will promote and support you
- Begin early and use all of the resources available to you

Jumping Into the Void
Yves Klein, 1960

……..*With the help of my mentors*!

The NIH Cares About You!

- www.training.nih.gov for OITE career and professional development workshops

- Connect with me on Linked-In (not Facebook)

- Watch previous OITE career workshops

- Read the OITE Careers blog

- Email me at milgrams@od.nih.gov for Career Satisfaction Workbook

Transitioning Successfully From Postdoc To Faculty

Sharon L. Milgram, PhD
NIH Office of Intramural Training & Education
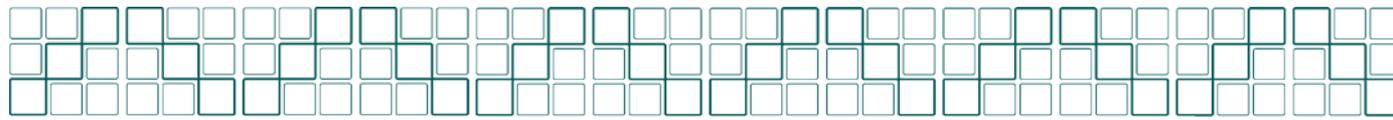**milgrams@od.nih.gov**

Lots To Keep Track Of

- Setting research goals
- Setting clinical goals
- Setting teaching goals
- Setting up your lab/office
- Finding students/staff
- Getting funded

- Publishing your work
- University service
- Broader scientific service
- Campus relationships
- Science relationships
- Personal relationships

To Hit the Ground Running:

- Take care of your personal life
- Establish first-year goals as soon as possible
- Get set up; buy what you need
- Set up your office and computer
- Address required approvals and paperwork
- Make a plan for hiring staff and/or recruiting students
- Integrate you and your group into department/university life
- Plan lectures and classes
- Plan and begin writing grants
- Plan for clinic or service responsibilities

Considerations When Purchasing Major Equipment

- Do you really need one of your own?
- Will the equipment be a lab mainstay?
- How long you will use it?
- Is the technology changing?
- Do you need all the bells & whistles?
- Is local service available?
- Can you afford it?
- Do you have room for it?

Going Shopping?

- Survey your current work environment

- Consider your immediate research plans

- Learn about local purchasing rules and regulations

- Make sure you have appropriate storage in place

- Find vendors with new-lab "specials"

Some Things That Are Often Over-looked:

- IACUC, IRB, safety approvals

- Required training courses and paperwork

- Advanced planning for housing animals

- Organizational systems for your research group

- Establishing relationships with core facility managers

Things You Need to Be Successful

- Feedback relevant to your research projects

- Feedback relevant to your teaching and/or clinical responsibilities

- Access to professional development opportunities

- Sense of community and personal support

- Access to appropriate networks, on- and off-campus
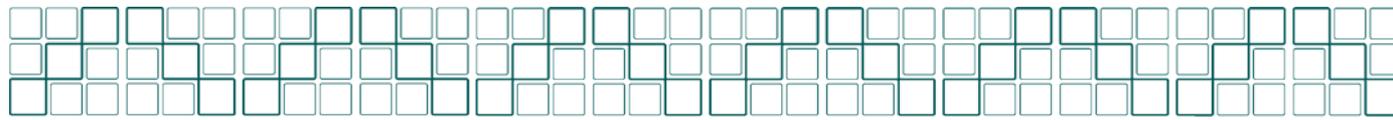
Teaching

- Learn about on-campus resources

- Talk with other faculty about the types of students you will be teaching

- Attend classes given by known "master" teachers

- Find master teachers to observe you and provide feedback

- Collect syllabi and materials from previous lecturers

- Begin compiling your teaching portfolio from the outset

Tenure

- Be sure you have a clear understanding of what is expected and what goes into a tenure package

    - ❑ Ask to see examples

    - ❑ Carefully read all university guidelines

    - ❑ Understand your rights regarding slowing the tenure clock

- Talk with your chair to begin an on-going dialogue

- When talking with mentors and considering options "talk to tenure"

Relationship Management

- Identify key players, potential mentors, and advocates
  - ❑ Your department or center chair/chairs
  - ❑ Senior leadership in the department, Dean's office, university, etc
  - ❑ Junior faculty who remember what you are going through
  - ❑ Graduate and training grant program leadership
  - ❑ Faculty in your field – on and off campus
  - ❑ Faculty in courses you will teach in or want to teach in
- Establish regular meetings with key players and supporters
  - ❑ Regular will vary depending on the individual and the nature of the relationship
- Attend seminars and social functions
- Realize you will get overwhelmed with information early-on so plan accordingly

Time Management

- Find resources now if this tends to be a sticking point

- Be pragmatic and plan wisely – it is easy to get overwhelmed with requests

- Engage your chair and mentors in helping you choose when to say "yes" and when to say "no"

- Understand "the only" factor

- Balance pragmatic decision-making with attention to your passions

- Ask yourself – can this wait a year?, two years? Until I have tenure? Until…..?
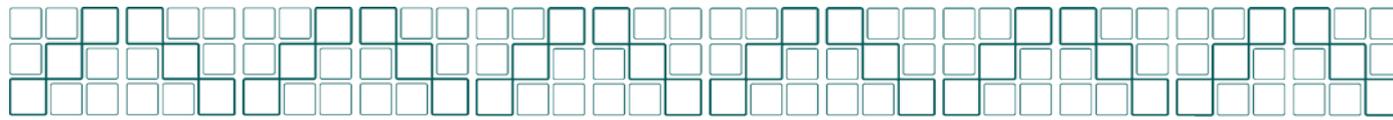
Staffing Your Research Group

Consider:

- What you can afford

- Stability of your funding

- Progress of your research

- How much time you have to train and mentor new employees

- Quality and quantity of graduate students

- Presence of strong undergraduate research programs

Checking A Reference

- Best done by phone

- First describe the job & work environment

- Ask short, open-ended questions

  - ❑ Why is she leaving your lab?

  - ❑ Is he reliable? Why do you say that?

  - ❑ Will she go the extra mile at crunch time?

  - ❑ Would you rehire?

  - ❑ Can you describe strengths & weaknesses?

- Probe for further information by asking for examples
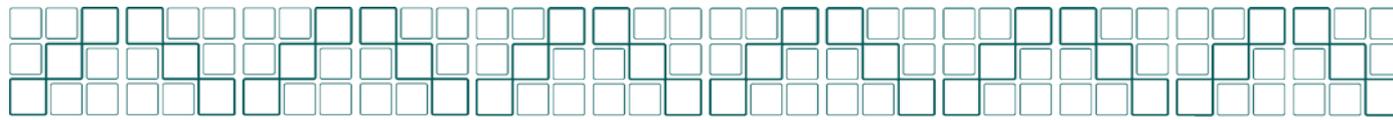
Issues To Address During the Interview

- Experience and skills

- Commitment and initiative

- Working and learning styles

- Time management skills

- Decision making and problem solving skills

- Interpersonal skills
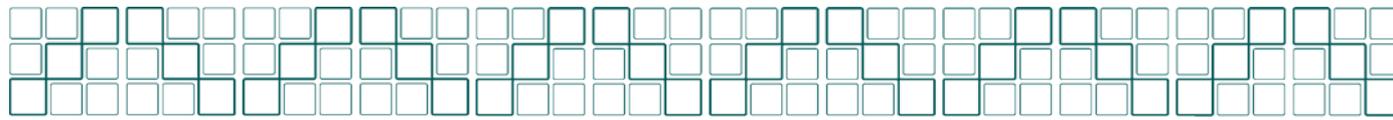
Leadership

"Although you've been hired for your scientific skills and research potential, **your eventual success will depend heavily on your ability to guide, lead, & empower others to do their best work.**"

Dr. Tom Cech, HHMI
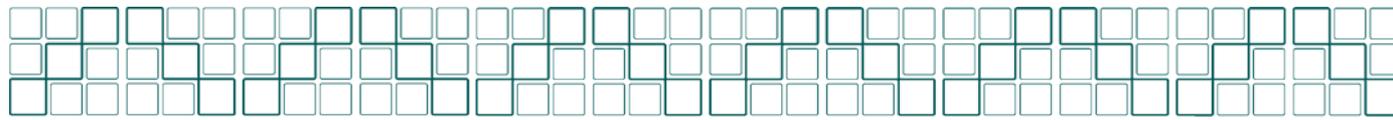
Leaders Who Succeed:

- Create high morale, pride and spirit within their team

- Ensure that resources are available and remove barriers that hinder team effectiveness

- Adapt and develop during transitions; help employees do the same

Leadership Involves:

- Understanding yourself

- Understanding your employees and trainees

- Developing outstanding communication skills

- Developing and using your emotional intelligence
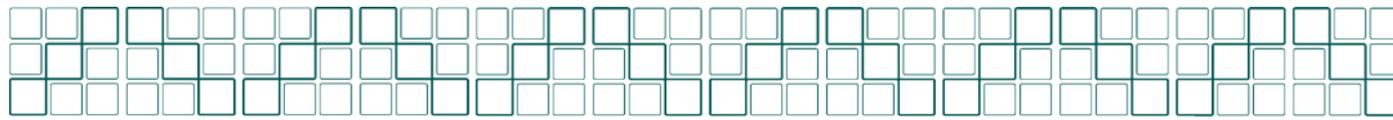
Important Questions

- What is it we are trying to accomplish?

- What is our shared vision for how we should work together?

- How will we work together to build and maintain team morale?

- How will we work cooperatively to resolve conflicts and deal with issues that come up?

Why We Run Into Problems

- Expectation mismatch

- Differences in personalities, work and communication styles

- Discomfort relating to personal differences

- Competition for resources - including (your) time

Communication Within Your Team

- Informal interactions fostered by time in the group office, "walk-by's, an open-door policy, and social interactions

- Weekly group meeting

- One-on-one meetings with team members

- Small group meetings/project meetings

- Strategy sessions

- Performance reviews and progress reports

Morale, Pride & Team spirit

High

↓

High productivity

Cooperation and teamwork

Fun environment

Low

↓

Low productivity

No cooperation or teamwork

Negativism and friction

Ways to Build and Maintain Morale

- Show genuine concern and interest in people; interact with them in a variety of ways

- Develop group traditions

- Be a "real person"

- Develop your sense of humor

- Be open, honest, and (appropriately) self-disclosing

- Show that you are passionate about your work

- Be visible and available for the team - lead by example

- Try not to be be aloof, arrogant, impatient, overly critical

- Share credit, both privately and in public ways

- Take responsibility for getting the team back on track when necessary

Final reflections

- Even with the best intentions, we can not be the "best" leader <u>all</u> of the time for <u>all</u> of our team.

- Apologies & effort go a long way, but only if we are honestly making the effort.

- We all have our weak spots; figure out what "gets your goat" and work on dealing with these issues more calmly

- View each "failure" as an opportunity to learn for the next time; find a "mentoring mentor" and talk it out.

Use NIH Resources Now!

- Workplace Dynamic Series
- Management Boot Camp
- Mentor Training
- Assertiveness Training

Resources

- www.hhmi.org/labmanagement for *Making the Right Moves*

- BWF book, *Staffing the Lab*

- Books available in the OITE Career Library including *Entering Mentoring, At the Helm, Motherhood: The Elephant in the Laboratory, Leadership in a Diverse and Multicultural Environment, Academic Scientists at Work, etc*

- A variety of websites including the OITE, your IC Training Office, the NPA, Science Careers, Naturejobs Careers, The Chronicle of Higher Education, newfacultysuccess.com

More resources

- Join our Listserv to get info while you are not at the NIH
  - Go to www.training.nih.gov to sign up.
- Connect with me on Linked-In and join the NIH Intramural Science Linked-In group
- Watch previous OITE career workshops, including many on CVs, resumes and cover letters
- Read the OITE Careers
- Join the OITE NIH Trainee Alumni database if you are/were a student or fellow here

Management Basics

Brad Fackler, MBA
Industry Career Advisor
www.training.nih.gov

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Session Agenda

1. What is management?

2. Management vs. leadership

3. Situational leadership

4. Transitioning to a management role

5. The importance of hiring

6. Common mistakes
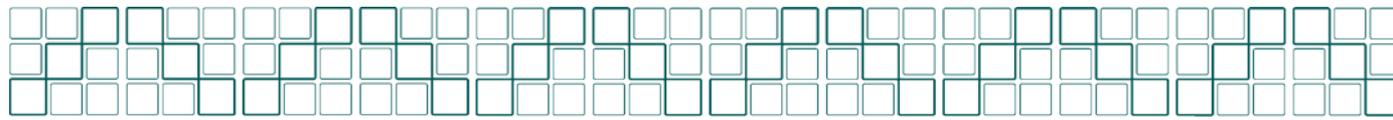
"Although you have been hired for your scientific skills and research potential, your eventual success will depend heavily on your ability to guide, lead, & empower others to do their best work."

Dr. Tom Cech, HHMI

What is management

- The organization and coordination of the activities of a business in order to achieve defined objectives.

  Management functions are not limited to managers and supervisors. Every member of the organization has some management and reporting functions as part of their job.

Management vs. leadership

The Manager:

- Does things right

- Maintains

- Relies on control

- Imitates

- Accepts the status quo

- Is the classic good soldier

- Always has his or her eye on the bottom line

The Leader:

- Does the right things

- Develops

- Inspires trust

- Originates

- Challenges it

- Is his or her own person

- Has his or her eye on the horizon

Management vs. leadership

What a manager does

- Planning
  - Determine what needs to happen, when
- Organizing
  - Optimal use of people and resources
- Staffing
  - Job analysis and recruiting appropriate talent
- Managing performance
  - Goal setting, monitoring, determining appropriate rewards / punishment
- Providing a motivational environment

What a leader does

- Understands the needs of the team
- Uses resources appropriately
- Sets a plan
- Evaluates talent
- Controls the group's performance
- Counsels and teaches
- Communicates effectively

Management <u>and</u> leadership

"Leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities. Both are necessary for success in an increasingly complex and volatile business environment...strong leadership with weak management is no better, and is sometimes actually worse, than the reverse. The real challenge is to combine strong leadership and strong management and use each to balance the other."

John Kotter, Management/Leadership Author and Professor of Organizational Behavior, Harvard Business School
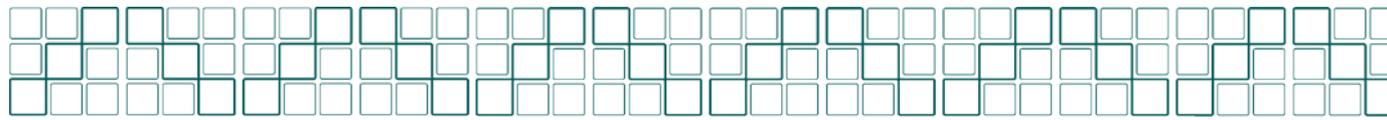
Management / leadership skills

- **Political**
  - Building a power-base, establishing connections
- **Conceptual**
  - Analyzing complex issues and situations
- **Interpersonal**
  - Communicating, motivating, mentoring, delegating
- **Diagnostic**
  - Determining the most appropriate response to a situation
- **Technical**
  - Expertise in a functional area

Important Questions

- What is it **we** are trying to accomplish?

- What is **our shared** vision for how we should work together?

- How will **we** work together to build and maintain team morale?

- How will **we** work cooperatively to resolve conflicts and deal with issues that come up?

Leadership Involves:

- Understanding yourself

- Understanding your employees, [trainees], boss(es), and the environment you work in

- Developing outstanding communication skills

- Developing and using your emotional intelligence

Hersey and Blanchard's Situational Leadership Theory

- Suggests that successful leaders adjust their styles depending on the situation
  - No one style is inherently better; they all have their time and place and should be used as appropriate

- Characterizes leadership style in terms of the amount of direction and support that the leader provides to their followers
  - Four styles based on the relative emphasis on **directive** *vs.* **supportive** behaviors
  - The key issue in adjusting your leadership style is **follower maturity**

Two Types of Behaviors

- Directive behaviors (task focused)
  - Involves clearly telling people what to do, how to do it, when to do it and then closely monitoring behavior

- Supportive behaviors (relationship focused)
  - Involves listening to people, providing support for their efforts, and then facilitating their involvement in problem-solving and decision making

Hersey-Blanchard Leadership Model

- Please write the model down during the talk or:

- OR:
http://changingminds.org/disciplines/leadership/styles/situational_leadership_hersey_blanchard.htm

Communicating With Your Team

Informal interactions

- Time in the office

- MBWA

- Open-door policy

- Lunch / coffee

- Social interactions

Formalized interactions

- Staff meetings

- One-on-one meetings with team members

- Small group meetings / project meetings

- Strategy sessions

- Performance reviews & progress reports

Giving Feedback

- Allows you to deal with issues and shore up weaknesses

- Helps students and staff build on their strengths

- Accelerates learning in all environments

- Can also be in the form of a tangible reward

- May start out informally, but eventually needs to become more formal if there are substantial issues

- Must be within institutional and program norms

Feedback Should Be:

- Often

- Timely

- Focused on skills relevant to your mission

- NOT just a "pat on the back"
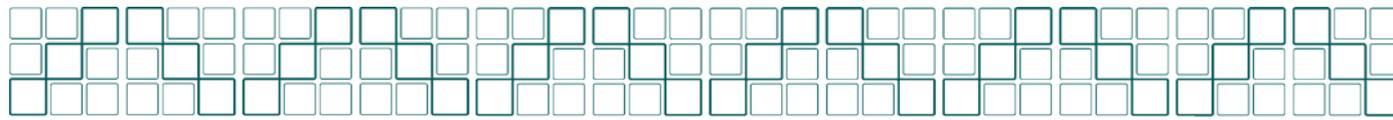
SBI Feedback:

- Describe the **SITUATION** in which you observed the employee

- Describe the **BEHAVIOR** you observed

- Describe the **IMPACT** of that behavior on you and others present in that situation

REMEMBER: It is not only what you say, but how you say it

* From the Center for Creative Leadership

When Giving Feedback, Avoid:

- Public Spaces
- Phrases like "always" and "never"
- Vague phrases that don't focus on a specific behavior
- Exaggerated statements about the impact of the behavior
- Interpreting the behavior
- Exploring reasons for the behavior
- Speaking for others
- Good-bad-good sandwiches
- Going on for too long
- Implied threats
- Using sarcastic humor in place of feedback
- Phrasing feedback as a question, not a statement

Transitioning to manager

Keys:

- Communication
  - Make expectations clear
  - Establish boundaries and rules

- Professionalism
  - Avoid arbitrariness

- Respect
  - Their respect for you will need to be earned

To Hit the Ground Running:

- Take care of your personal life

- Establish first-year goals as soon as possible

- Set up and stock your lab

- Set up your office and computer

- Make a plan for hiring staff and/or recruiting students

- Integrate you and your group into department/institution life

Things You Need to Be Successful

- Feedback relevant to your research projects

- Feedback relevant to your teaching and/or clinical responsibilities

- Access to professional development opportunities

- Sense of community and personal support

- Access to appropriate networks, on- and off-campus

Some Common Themes

- Learn the "rules" - spoken and unspoken

- Talk to experts

- You need mentors and advocates; find them on- and off-campus

- Collect necessary information before deciding

- Deadlines matter

- There is no such thing as a free lunch

- Learning to say "NO" is a critical skill to develop early

- We all make mistakes – turn them into learning opportunities

Hiring Well Makes All of This Easier

First-class managers hire first-class employees
Second-class managers hire third-class employees
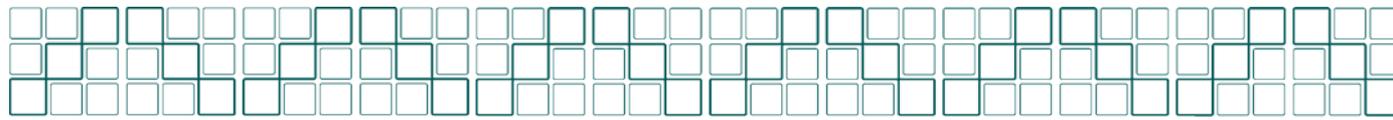
Staffing Your Group

Consider:

- The skill set required

- The status and stability of your funding

- Progress of your research

- How much time you have to train and mentor new employees

- Quality and quantity of graduate students

- Presence of strong undergraduate research programs

Interviews

- May wish to pre-screen using phone interviews

- Develop a set of key questions and ask them of all applicants

  - ❑ Questions should relate back to the job description

- Carefully consider who needs to be involved and be sure of their availability

- Provide time for applicants to interact with your group in your absence but also have time for everyone to interact together
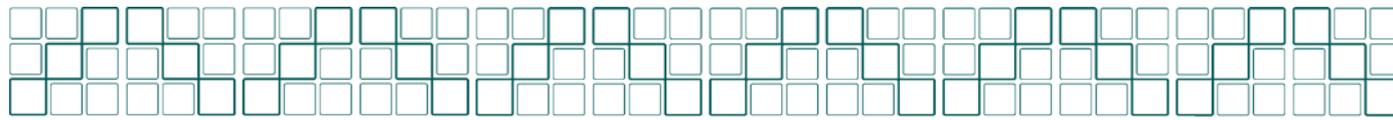
Issues To Address During the Interview

- Commitment and initiative

- Experience and technical skills

- Working and learning styles

- Time management skills

- Decision making and problem solving skills

- Interpersonal skills

Getting Useful Information

- Use **behavioral questions** to probe personal traits and interpersonal skills

  - ❑ Traditional question = yes/no = Have you/do you

  - ❑ Behavioral question = open-ended = Give me an example where you . . .

- For technical skills:

  - ❑ Ask "Tell me how you ….." not "Do you know how to…."

  - ❑ Ask questions focused on the skills that matter to you the most

- Ask follow-up and clarifying questions

- Pay careful attention to what they ask you

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Examples of Behavioral Questions

- What was the most difficult work problem you ever faced? How did you address the problem? With what results?

- Give me an example of a time when you had a serious technical problem in your research. What did you do to sort out the problem? What was the outcome?

- Tell me about a situation where you felt compelled to disagree with your boss or members of your team? What happened? What was the outcome?

- Tell me about your approach to writing a paper? What are parts of the process you like and parts you don't like? How do you work through the difficult times?

- Tell me how you like to prepare to give a seminar or present a poster. Tell me about a successful presentation and an unsuccessful one.

Checking A Reference

1. **<u>Always</u> check references**

   - Describe the job & work environment

   - Ask short, open-ended questions

     - ❑ Why is she leaving your lab?

     - ❑ Is he reliable? Why do you say that?

     - ❑ Will she go the extra mile at crunch time?

     - ❑ Can you describe strengths & weaknesses?

     - ❑ **Would you rehire?**

   - Probe for further information by asking for examples

Common mistakes

- Lack of feedback

- Not making time for your team

- Being too "hands-off"

- Being to friendly

- Failing to define goals

- Misunderstanding motivation

- Hurrying the recruiting process

- Not "walking the walk"

- Not delegating

- Misunderstanding your role

Final reflections

- Even with the best intentions, we can not be the "best" leader <u>all</u> of the time for <u>all</u> of our team.

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- A variety of websites including the NIH OITE, the NPA, Science Careers, Naturejobs Careers, The Chronicle of Higher Education, newfacultysuccess.com

- A few books I like: TypeTalk at Work, Goleman EQ books, Learned Optimism, Getting to Yes

NIH OITE Resources For You

- Watch previous OITE Career Workshops (www.training.nih.gov)

- Read the OITE Careers blog

- Follow us on Twitter@NIH_OITE

- Join the NIH Intramural Science Linked-In group for lots of useful information about NIH and science careers

- Connect with me on Linked-In (no Facebook please)

- Join the Alumni database if you previously trained at NIH

- Contact me:
  - Email at brad.fackler@nih.gov
  - Schedule an appointment with me through the OITE website

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