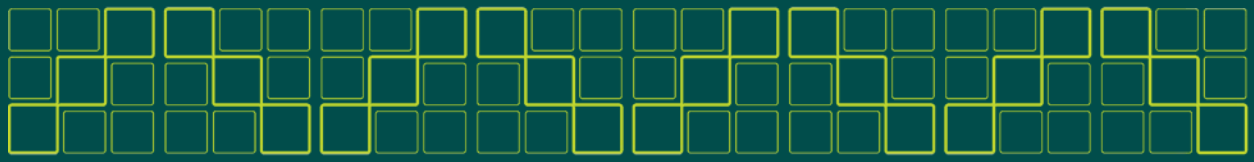
2014 NIH Career Symposium Blitz Slides



Transferable Skills

Shauna Clark, PhD
Director, NIH Academy
OITE/NIH

Office of Intramural TRAINING & EDUCATION
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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.
- 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 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

Using Transferable Skills List

"Explain complex or difficult concepts in basic terms and language"

Developed an on-line module to explain epigenetics concepts, specifically DNA methylation and histone modification, for new employees joining our research lab. Explained concepts by relating dietary influences on gene regulation. The module quickly became our new employee's favorite part of orientation.

Data Analyst

- HJF is seeking a Data Analyst to support the Center for the Study of Traumatic Stress (CSTS), within the Department of Psychiatry located in Bethesda, Maryland. HJF provides scientific, technical and programmatic support services to CSTS.

- The Center's work addresses a wide scope of trauma exposure from the consequences of combat, operations other than war, terrorism, natural and human-made disasters, and public health threats. CSTS is a part of our nation's federal medical school, Uniformed Services University (USU), and its Department of Psychiatry, as well as a partnering center of the newly established Defense Centers of Excellence (DCoE) for Psychological Health and Traumatic Brain Injury.

Responsibilities

- Works with the Project PI(s) to achieve the goals of the projects.
- Provides guidance in appropriate statistical methods as well as input into future design and methodology of studies.
- Maintains and manipulates databases; including establishing, testing, and modifying data sets.
- Performs statistical analyses, design surveys, work with different means of survey delivery including on-line.
- Provides relevant statistical and project status reports.
- Performs literature searches and writes scientific reports/papers.

Required Knowledge, Skills and Abilities

- Knowledge of statistics and study design; proficiency in SAS or SPSS including programming and use of statistical procedures
- Knowledge of databases and other software such as Microsoft Word, PowerPoint, Excel and Access 2003 and 2007;
- Experience in data management, statistical analysis of longitudinal or repeated measurement data
- Ability to communicate effectively
- Excellent writing skills
- Knowledge of qualitative data analytic procedures preferred but not required.
- Minimum Education/Training Requirements: Master's or Doctoral degree in Biostatistics, Measurement, or related field.
- Minimum Experience: 2-4 years of academic or clinical research-related experience.

The Top Ten of Grant Writing

Dr. Sharon L. Milgram, Director NIH OITE
milgrams@od.nih.gov

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Ten – Look For Opportunities Broadly

- On-line: http://sciencecareers.sciencemag.org/funding
- Grant Forward or other on-line database through your library
- Talk to funders at National/International meetings
- Find relevant grant offices at your institution for access to up-to-date information
- Ask about internal funding opportunities

Nine: Understand the Rules

- Read the Funding Announcement carefully (REALLY!)
- Pay attention to eligibility issues (institutional and individual)
- Speak with the relevant Program Officer(s)

Eight – Find Mentors

- Seasoned scientists (2 – 4) who know the peer review process and have some understanding of your area
- Meet with them before and during the writing process - start early
- Listen, but weigh their input carefully

Seven – Think First, Then Write

- Start by reading the literature broadly - not deeply
- Brainstorm with your research group, mentors and collaborators
- Find technical experts - but go prepared
- Talk with the relevant [NIH] Program Officer(s)
- Begin early to define, organize and plan the content

- NOTE: Early means 5 - 8 months before the deadline for new grant writers

Six – Details Matter

- Download and carefully read all instructions
- Register for appropriate internet-based application and award systems through your institution
- Talk with department administrators about budgeting, required approvals, and routing procedures
- Begin all required approvals three months in advance of the deadline
- Contact collaborators and arrange for letters as needed

Five – Remember Your Audience

- Your application will need to appeal to several types of assigned reviewers:
  - Experts in the field
  - Smart people who know a little about your field
- It is your goal to get the reviewers excited about your research

Four A - The Specific Aims Are Your Hook

- Provides an overview, explains the problem, and describes generally how you will tackle it
- Start with 1 - 2 paragraph general overview, then list and define the Aims and end with a brief statement of what you will learn if successful
- The aims should be clearly and concisely stated; may also include sub-aims
- Typically 2 or 3 related aims. Later aims should NOT depend on the success of previous aims

Four B – The Significance Explains Why

- The place to clearly state the importance of the proposed research and how it will uniquely tackle a problem
- Look backward and forward; address controversies, discrepancies, and gaps that your work will address
- Should be appropriately referenced with an honest and balanced discussion of others' work

Four C – Preliminary Data Show You Can Do It

- Show that you can do what you say you are going to do
- Show you are a careful scientist who understands the value of controls and does not over-interpret data
- Typically contains several figures with clear legends; figures should be large enough for reviewers to easily read

Four D – Research Approach Does Not Mean Methods

- Best to organize by Aims, not by techniques
- Include an overview of the rationale and approach for specific experiments
- Define controls (positive and negative) for all experimental approaches
- State your priorities if patients, reagents, or resources will be limited
- Show you have thought through issues of feasibility, sample size, data analysis, etc.
- Include a discussion of potential outcomes, data interpretation, potential problems, and alternate approaches

Three – Understand The Psychology of Grant Review

- Reviewers are:
  - Over-committed, over-worked and tired
  - Inherently skeptical and critical
  - Often only peripherally interested in your work
- Make their job easier with:
  - Well-organized, clearly written prose
  - Lots of section headings and breaks in the writing
  - Repeat important points at several places in the application
  - Well designed flow diagrams, charts, figures
- And avoid irritating them by:
  - Exceeding page limits, using small fonts and narrow margins
  - Submitting an application that is sloppy or full of typographical errors

Two – Grant Writing Is A Learned Skill

- First, develop excellent writing skills
- Then, learn grant writing with mentored practice
- And be sure to have a healthy dose of realism AND optimism

One - Remember

- Only some of the deserving applications can be funded
- Maximize your chances for success by
  - Planning ahead
  - Remembering your target audiences
  - Showing the reviewers that you have thought deeply about your project
  - Preparing a reader-friendly application
  - Remaining optimistic, and letting your enthusiasm for your science come through

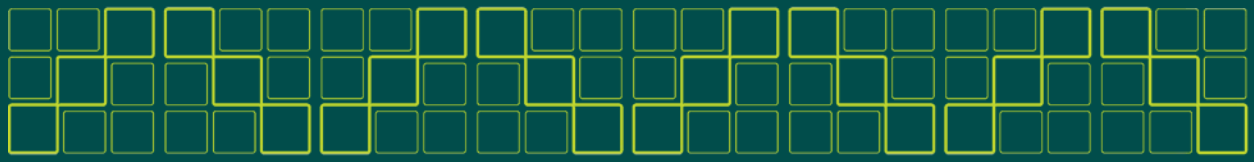
For More Grant Writing Info

- Check for up-coming NIH OITE grant writing workshop
- Use NIH OER resources at www.grants.nih.gov
- Watch previously archived videos at www.training.nih.gov; PRIOR EVENTS:

https://videocast.nih.gov/Summary.asp?File=17759&bhcp=1

Interviewing Skills

Anne Kirchgessner
Career Counselor



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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 worked with a difficult supervisor or co-worker.
- 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?
- Is there a lot of 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

More resources

- Watch previous OITE career workshops, including many on CVs, resumes and cover letters
- Read the OITE Careers Blog

USAjobs.gov

Lori Conlan, PhD
Director, Office of Postdoc Services, OITE, NIH
conlanlo@mail.nih.gov

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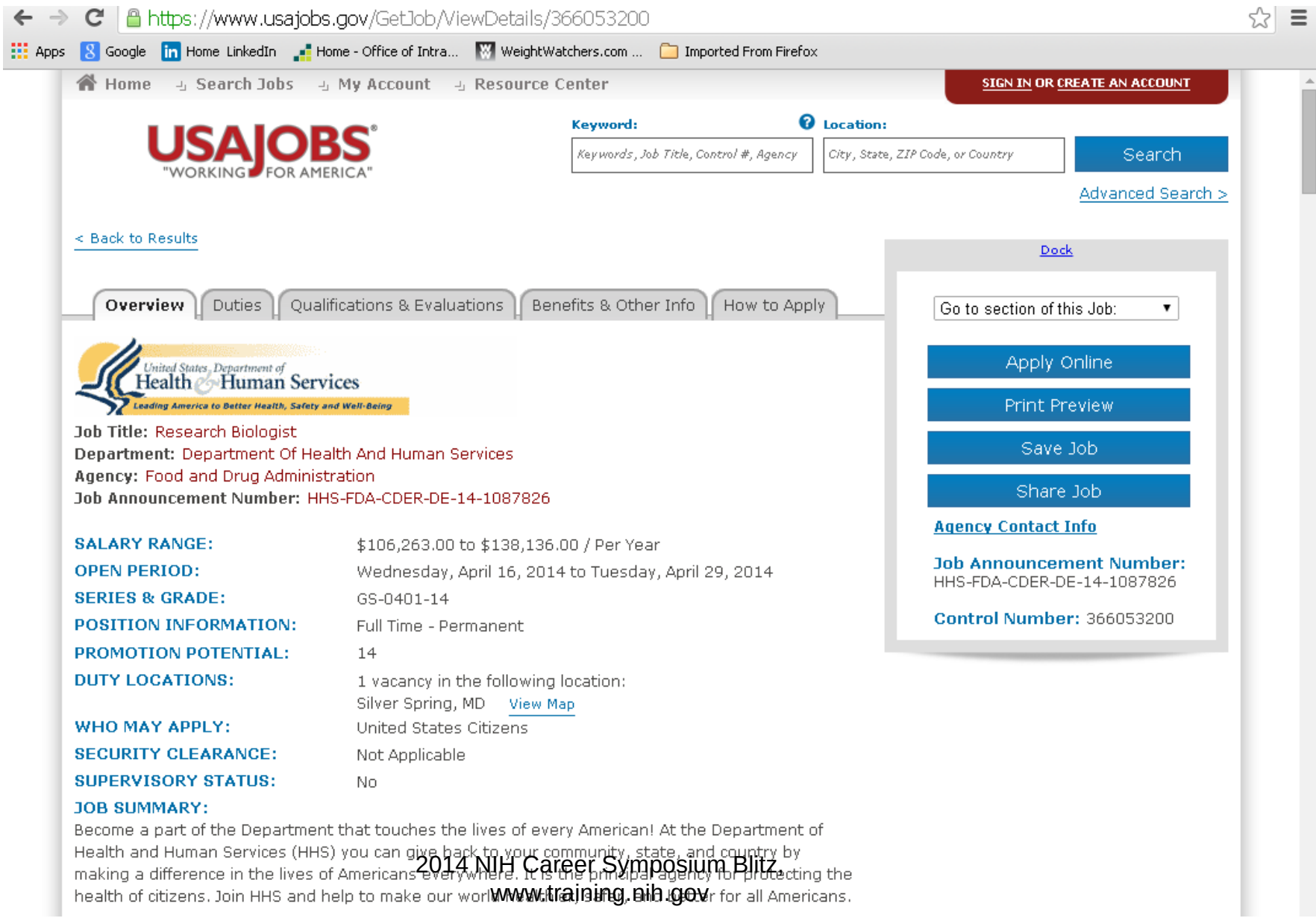
Agencies needing scientists

- NIH
- NOAA
- NASA
- EPA
- USDA
- CDC
- DoD (All branches have research arms and testing facilities)
- DoE (national labs)
- FDA
- Public Health Service

Federal Hiring Mechanisms

- Title 5 positions (General Schedule)
  - Basic classification and compensation system for white collar Federal jobs
  - Federal benefits and retirement
  - Requires US citizenship
- Title 42 positions (Administratively Determined)
  - Many science positions and clinical research support positions
  - Federal benefits and retirement
  - No citizenship requirement
- Contract positions
  - Using a wide range of companies
  - No citizenship requirement
  - Not eligible for Federal benefits or retirement



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Job Announcement Number: HHS-FDA-CDER-DE-14-1087826

Control Number: 366053200

United States Department of Health & Human Services
Leading America to Better Health, Safety and Well-Being

Job Title: Research Biologist
Department: Department Of Health And Human Services
Agency: Food and Drug Administration
Job Announcement Number: HHS-FDA-CDER-DE-14-1087826

SALARY RANGE:	$106,263.00 to $138,136.00 / Per Year
OPEN PERIOD:	Wednesday, April 16, 2014 to Tuesday, April 29, 2014
SERIES & GRADE:	GS-0401-14
POSITION INFORMATION:	Full Time - Permanent
PROMOTION POTENTIAL:	14
DUTY LOCATIONS:	1 vacancy in the following location: Silver Spring, MD View Map
WHO MAY APPLY:	United States Citizens
SECURITY CLEARANCE:	Not Applicable
SUPERVISORY STATUS:	No

JOB SUMMARY:

Become a part of the Department that touches the lives of every American! At the Department of Health and Human Services (HHS) you can give back to your community, state, and country by making a difference in the lives of Americans everywhere. It is the principal agency for protecting the health of citizens. Join HHS and help to make our world healthier and safer for all Americans.

Likely job series titles

- **0400 – Natural Resources Management and Biological Sciences**
- **0600 – Medical, Hospital, Dental, and Public Health**

GS Pay Schedule (Metro-DC)

EFFECTIVE JANUARY 2014

Annual Rates by Grade and Step

Grade	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
1	$ 22,336	$ 23,083	$ 23,825	$ 24,565	$ 25,307	$ 25,743	$ 26,477	$ 27,218	$ 27,246	$ 27,942
2	25,114	25,711	26,542	27,246	27,551	28,361	29,171	29,980	30,790	31,600
3	27,400	28,313	29,226	30,139	31,053	31,966	32,879	33,792	34,705	35,618
4	30,761	31,785	32,810	33,835	34,860	35,885	36,909	37,934	38,959	39,984
5	34,415	35,563	36,711	37,859	39,006	40,154	41,302	42,450	43,597	44,745
6	38,363	39,641	40,919	42,198	43,476	44,754	46,032	47,310	48,589	49,867
7	42,631	44,052	45,473	46,894	48,315	49,736	51,158	52,579	54,000	55,421
8	47,212	48,786	50,360	51,934	53,508	55,082	56,655	58,229	59,803	61,377
9	52,146	53,884	55,622	57,360	59,098	60,836	62,573	64,311	66,049	67,787
10	57,426	59,340	61,254	63,168	65,083	66,997	68,911	70,825	72,740	74,654
11	63,091	65,194	67,297	69,400	71,504	73,607	75,710	77,813	79,916	82,019
12	75,621	78,142	80,662	83,183	85,703	88,224	90,744	93,264	95,785	98,305
13	89,924	92,922	95,919	98,916	101,914	104,911	107,909	110,906	113,904	116,901
14	106,263	109,804	113,346	116,887	120,429	123,970	127,512	131,053	134,595	138,136
15	124,995	129,161	133,328	137,494	141,660	145,827	149,993	154,160	157,100 *	157,100 *

* Rate limited to the rate for level IV of the Executive Schedule (5 U.S.C. 5304 (g)(1)).

Applicable locations are shown on the 2014 Locality Pay Area Definitions page: http://www.opm.gov/policy-data-oversight/pay-leave/salaries-wages/2014/locality-pay-area-definitions/

https://www.usajobs.gov/GetJob/ViewDetails/366053200

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DUTIES:

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- Conducts experimental studies that are consistent with the mission/goals of the Division, Office, Center, and Agency.
- Performs research on TLR9 agonists and their use as immune response modulators in humans, rhesus macaques and mice.
- Explores the biomarkers of innate immune activation form specific cell types such as pDC in vitro.
- Reviews Investigational New Drug Applications (INDs), Biologics License Applications (BLAs), related amendments and supplements for regulatory compliance.
- Prepares scientific and regulatory manuscripts and reports for internal and external audiences.
- Serves as a reviewer for preparing grants, research manuscripts and other scientific exchanges.Presents results of research studies at internal and external meetings.

QUALIFICATIONS REQUIRED:

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Applicants must meet both the Basic and Specialized Experience Requirements below:**Basic Requirements:**
1. A degree in biological sciences, agriculture, natural resource management, chemistry, or related disciplines appropriate to the position.

OR

2. A combination of education and experience: Courses equivalent to a major, as shown above, plus appropriate experience or additional education.

AND
Specialized Experience Requirements:

One year of specialized experience, equivalent to the GS-13 in the Federal service, developing and conducting specialized research related to innate immunity, biomarkers, and/or protein immunogenicity; developing and/or implementing bioanalytical assays such as PcR, Flow cytometry, cell culture, and molecular arrays; participating in the development of manuscripts and presenting results of study reports to internal stakeholders.

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Job Announcement Number:
HHS-FDA-CDER-DE-14-1087826

Control Number: 366053200

https://applicationmanager.gov/Questionnaire.aspx?ID=4964352&PreviewType=Questionnaire

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If you are applying by the OPM Form 1203-FX, leave this section blank.

25. Occupational/Assessment Questions:

1. Do you have a degree in biological sciences, agriculture, natural resource management, chemistry, or related disciplines appropriate to the position OR a combination of education and experience: Courses equivalent to a major, as listed above, plus appropriate experience or additional education?

A. Yes (you must submit transcripts to support your degree).
B. I do not have either option listed above.

2. Do you have one year of specialized experience developing and conducting specialized research related of innate immunity, biomarkers, and protein immunogenicity; developing and/or implementing bioanalytical assays such as PcR, Flow cytometry, cell culture, and molecular arrays; participating in the development of manuscripts; and presenting research study results to external stakeholders?

A. Yes (your resume must reflect related specialized experience in order to qualify for this position).
B. My experience is not reflected in the description above.

For each of the items below, select the one statement that most accurately describes your experience and capability using the scale below.

A- I have no experience in performing this work behavior.
B- I have limited experience in performing this work behavior. I have had exposure to this work behavior but would require additional guidance, instruction, or experience to perform it at a proficient level.
C- I have experience performing this work behavior across routine or predictable situations with minimal supervision or guidance.
D- I have performed this work behavior independently across a wide range of situations. I have assisted others in carrying out this work behavior. I seek guidance in carrying out this work behavior only in unusually complex situations.
E- I am considered an expert in carrying out this work behavior. I advise and instruct others in carrying out this work behavior on a regular basis. I am consulted by my colleagues and/or superiors to carry out this work behavior in unusually complex situations.

3. Conduct research to understand the mechanisms of action of TLR9 agonists.

4. Conduct research to understand immune response modulators in humans, rhesus macaques, and mice.

5. Develop tools to assess immune response in specific tissues using a novel real-time PCR technique.

6. Test new therapies in animal models for tacarive virus, hepatitis and Sindbis virus infections.

List the employer (including the dates) where you gained experience relating to innate immunity research activities.

7. Review Investigational New Drug Applications (INDs) relating to new or existing technologies used.

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Back up those questions with examples in your resumes

Your Federal Resume

- Personal info (Name, address, phone numbers, email, & Veteran's preference)
- Job details for all relevant work experience with start & end dates; also include salary
- Education and relevant Training
- Special Skills, awards, associations
- Include non-science work experience and volunteer experiences
- Other qualifications

Other tips

- Keywords
  - For example, research, immune response, human/mice/rhesus macaques, biomarkers, innate immune, in vitro, review, regulatory compliance, prepare manuscript….
- Quantify
  - Presented research
  - Presented 4 invited talks, 12 posters, and 13 journal clubs
- Money
  - Innovative protocol that reduced experiment time by 20% and saved $2500

Once the vacancy closes

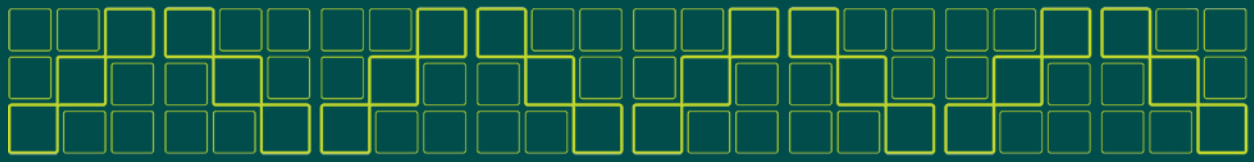
- HR screens for eligibility
- HR assigns a rating/ranking
  - Subject matter experts can be used for technical/scientific jobs
- HR sends top candidates to managers on a "Certificate"
- Managers decide who to interview
- HR communicates status to applicants online

More resources

- Watch previous OITE career workshops, including many on CVs, resumes and cover letters
- Connect with me on Linked-In and join the NIH Intramural Science Linked-In group
- Read the OITE Careers blog
- Join the OITE NIH Training Alumni database if you are/were a student or fellow here
- Email me (Lori Conlan) at conlanlo@mail.nih.gov

Networking and Informational Interviews

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



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What is Networking?

- Establishing and maintaining relationships between multiple individuals to the mutual benefit of all parties involved

- Meeting new people, growing current relationships and figuring out how each person can benefit from knowing the other

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

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

Ways to expand your network

- Attend Seminars
  - Ask Questions
- Read Scientific Papers/Journal Articles
  - Ask Questions – E-mail the authors
- Join/Lead a Journal Club/Interest Group
  - Ask Questions

More ways to build your network

- Do Informational Interviews
  - Ask people you know to introduce you to people
- Attend Career Development Workshops
  - Ask Questions
- Make a Networking Map

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Developing a Networking Map

Ways to Maintain Your Networks

- Think about what is important to the other person professionally

- Think about what is important to the other person personally

References

Never Eat Alone, Keith 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

- www.training.nih.gov
- 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 Blog
- Join the OITE NIH Trainee Alumni database
- Email me at ryanp@mail.nih.gov

Résumés & Cover Letters

Amanda Dumsch
Career Counselor, OITE

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What is a Résumé?

- A résumé is a job search document.
- A résumé presents relevant experience, accomplishments, and education.
- A résumé is short: 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 **marketing** document.

CV vs. Resume: What's the difference?

- **Purpose**
  - Resume = Targeted marketing tool
  - CV = An ongoing academic and work history
- **Content**
  - Resume = succinct and relevant to reader/position
  - CV = Continually evolving document that is targeted to a specific purpose. CV's may include a wide range of professional accomplishments and activities
- **Page Length**
  - Resume = 1 to 3 pages
  - CV = Virtually unlimited length (remains focused, however)

	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

Sample Résumé Sections

- Summary of qualifications
- Contact information
- Education
- Research /Employment History
- [Post-grad education]
- Certifications/Licensures
- Teaching/Mentoring
- Leadership
- Honors and awards
- Service
- Memberships
- Grant support
- Major invited speeches
- Patents/Inventions
- Publications
- Technical skills

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

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

- 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

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Translating Your Transferable 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?

DO NOT INCLUDE

- SSN*
- PHOTO
- HEIGHT/WEIGHT
- BIRTHDATE
- REASONS FOR LEAVING PREVIOUS EMPLOYERS
- REFERENCES

- MARITAL STATUS
- CITIZENSHIP*
- CITY/COUNTRY OF BIRTH
- SALARY REQUIREMENTS

- SAY "My duties included" or "I was responsible for…"

* Unless Federal Resume

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

Cover Letters

- *ONE PAGE* in business letter format → 3-4 Paragraphs

- **First Paragraph:**
  - How you found the job
  - Why you are interested in the position/employer
- **Second:**
  - Why the employer does good work (homework)
  - How you best fit the position
- **Third:**
  - Highlight most relevant skills with examples from resume
- **Fourth:**
  - Interesting in interviewing
  - Follow-up
  - Thank them for their consideration

More Resources

- Connect with us 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 blog
- Join the OITE NIH Training Alumni database if you are/were a student or fellow here
- **Email me at Amanda.Dumsch@nih.gov**

The NIH Earl Stadtman Investigator

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The NIH Mission

- To seek fundamental knowledge about the nature and behavior of living systems

- Application of that knowledge to enhance health, lengthen life, and reduce the burdens of illness and disability

Standard Intramural PI Searches

- The Intramural Research Program typically hires about 30 PIs per year
- Approx. 1/3 of hires looking for best scientist in broad field
- Frequently top candidates from one search would all be hired by multiple ICs over a period of years
- Sometimes missed opportunities in novel areas
- Expensive

Advantages of the Earl Stadtman Investigator Search

- Broad search open to all biomedical and behavioral researchers
- A chance to identify and assess demographics of all individuals interested in being an NIH Tenure Track Investigator
- Areas not limited
- Opportunity to increase diversity of hires
- Less expensive

Earl Stadtman

NIH TO RECRUIT OUTSTANDING TENURE-TRACK SCIENTISTS

"Earl Stadtman Investigators," named after the legendary NIH scientist who **mentored** multiple Nobel Laureates, members of the National Academy of Sciences, and many current leaders in the biomedical community.

OPEN SEARCH

- Active recruitment in all disciplines including:

Bioinformatics
Cancer Biology
Cell Biology
Computational Biology/Mathematics
Developmental Biology
Genetics/Genomics
Immunology
Molecular Biology/Biochemistry
Pharmacology/Molecular Targets
Physiology
Stem Cells/Induced Pluripotent Stem Cells
Systems Biology
Biomedical Engineering/Biophysics
Chemistry/Chemical Biology
Chromosome Biology/Epigenetics
Signaling
Epidemiology/Population Science
Health Disparities
Microbiology/Infectious Disease
Neuroscience
Physics
Social and Behavioral Sciences
Structural Biology
Virology

The Stadtman Investigator is a creative and independent thinker eager to take on high-risk, high-impact research

Assessing Candidates: The Search Committees

- Candidates are evaluated by search committees formed of NIH Investigators
- The most highly qualified candidates are invited to the NIH for a lecture and for interviews with the Search Committee
- Top candidates are nominated as finalists for Earl Stadtman Tenure-Track positions
- Scientific Directors (from 24 Institutes) work with the Search Committee to identify finalists to be recruited as Earl Stadtman Investigators
- Candidates not selected as Stadtman finalists can be considered for other open NIH research positions

Assessing Candidates: Focus on the Science Produced

- The quality and innovation shown in the work

  i.e. publication record
- Knowledge and facility with the science
- Letters of recommendation/phone calls
- Can the candidate make use of the special environment at NIH?

  - Multi-disciplinary/collaborative environment

  - High-risk/high-reward potential

Publication Record

- Not all of the best science is published in the highest profile journals
- High consideration on the research's impact on the field and the quality of the work rather than only where it is published

Factors Considered When Reviewing Applications

- The significance of the science being studied
- The ability of the candidate to articulate the importance of her/his scientific focus
- Has the candidate demonstrated leadership skills, outreach and mentoring ability?
- Is the candidate ready to run his/her own lab?
- Has the candidate demonstrated skills necessary to execute the plan?

Research Plan

- Is the research proposal realistic?
- Is the research proposal adequately focused, e.g., appropriate for a group of five or fewer persons?
- Are the hypotheses underlying the research plan based on solid science and yet creative and innovative?
- Are high-risk projects well-designed, e.g., allow rapid re-tooling if the project proves unproductive?
- Is the plan designed to elucidate the mechanism of an important biological process, disease or behavior?

Assessing Candidates: The Search Committees

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2009 (First Year)	**2010** (Second Year)	**2011** (Third Year)
833 applicants	563 applicants	405 applicants
25 Interviewed	81 Interviewed	80 Interviewed
8 Hired	9 Hired	11 Hired
Disciplines Represented :	**Disciplines Represented:**	**Disciplines Represented:**
Cell Biology	Behavioral Science	Cancer Biology
Epidemiology	Cancer Biology	Cell Biology/Cell Signaling
Genetics	Cell Biology/Cell Signaling	Chemistry
Neuroscience	Genetics	Chromosome Biology
Pharmacology	Computational Biology	Computational Biology
Stem Cells	Immunology	Developmental Biology
Systems Biology	Molecular Biology/Biochemistry	Epidemiology
	Neuroscience	Genetics
	Stem Cells	Immunology
	Virology	Neuroscience
		Stem Cells
		Structural Biology

http://tenuretrack.nih.gov/apply/

2012 (Fourth Year)	**2013** (Fifth Year)	**2014** (Sixth Year)
648 applicants	766 applicants	Applications Accepted Starting in August
88 Interviewed	96 Interviewed	
9 Hired	36 Finalists	

Disciplines Represented :

Biomedical Engineering
Biophysics/Physics
Cell Biology
Epidemiology
Genetics
Health Disparities
Immunology
Neuroscience
Social/Behavioral Sciences
Systems Biology
Virology

Disciplines Represented:

Biomedical Engineering
Biophysics/Physics
Cancer Biology
Cell Biology/Cell Signaling
Computational Biology
Epidemiology
Genetics
Immunology
Neuroscience
Stem Cells
Structural Biology
Systems Biology
Virology

2014 NIH Career Symposium Blitz, www.training.nih.gov

http://tenuretrack.nih.gov/apply/

Finding ways to enhance your resume

Philip Wang, Ph.D.
Deputy Director
NIH Graduate Partnerships Program,
Office of Intramural Training and Education

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Why find the time for such activities?

- Improve your CV
- Learn invaluable skills for your future career
- Step out of your comfort zone to try something new
- Network
- Gain references/letters of recommendation from scientists and staff outside of lab
- Have fun

Learn transferrable skills that can help you stand out in the crowd

- Event/Program Management Skills
- Writing skills
- Public speaking skills
- Networking
- Working as part of a team
- Serving as a leader
- Teaching experience

Types of activities and relative time commitments

Annual events

- Committee member/chair of an annual event:
  - 3-6 months ahead of event, monthly meetings
  - 2-3 months ahead, meetings twice a month
  - 1-2 months ahead, weekly meetings, material preparations
  - Additional thoughts/planning may occur on occasion

- Examples:
  - Graduate Student Research Symposium (grads)
  - Career Symposium (postdocs and grads)
  - IC or GPP Retreat Committees (postdocs and grads)

Types of activities and relative time commitments

Regular events

- Committee member/chair of a regularly occurring event
  - Organize an event once a month, variable
  - Deciding on a venue/event, making the plan/reservation
  - Sending out emails/advertisements/recruiting
  - Many of these responsibilities can be done on your own schedule/time

- Examples (general list above varies for each committee):
  - Social Committee (GSC, FelCom or analogous fellow's senate)
  - Scientific interest groups and seminar series
  - Community service committee

Types of activities and relative time commitments

Single commitments

- Volunteer for a writing job, examples:
  - summarizing sessions for the career symposium
  - contributing a piece for a newsletter (NIH Catalyst, NIH Record or Graduate Student Chronicles, or your institution's publications)

- Participating in student panels, speakers at events
- Lecturer of a course (FAES course)*
- Participating in community service event
- Attending/organizing lunches for speakers
- Scientific judging (trainee poster sessions, FARE abstract judging on your own time)
- Mentoring postbacs and interns on techniques

Types of activities and relative time commitments

Teaching

- The time commitment involved in teaching may vary dramatically

- Some examples of opportunities here at NIH:
  - Serve as a guest lecturer for an FAES course
  - Attend OITE teaching workshops
  - Investigate OITE-sponsored teaching opportunities like summer journal clubs
  - Community outreach/teaching opportunities
  - Private tutoring
  - Teaching evening classes at a local community college

Types of activities and relative time commitments

Representative/Leadership positions

- The time commitment of certain leadership positions also varies widely. Be careful to pursue these in the proper point in your career.

- Examples:
  - Executive committee positions (co-chair of group/council or of subcommittee)
  - Advisory committee representative (university/institution senate, etc.)

Take the initiative to come up with an idea and start something NEW!

- Start a new interest group, journal club, or subcommittee. Science policy group, Global Heath Group, Consulting Group, etc.
- Inquire about making improvements or modifications to an existing policy.
- Take the initiative make a contribution, and make a difference.

Finding time

- One hour out of a week to sit down with a committee (annual events)
- Or a few hours out of the month to plan and attend a social event, much of which is on your schedule (regular events)
- Research is your top priority, but it's not your only priority
  - Taking care of yourself, exploring careers, finding time for activities…
  - Finding time for completely personal activities is critical for a successful and happy scientific experience

Research progress has ups and down…

- Being involved in activities very therapeutic in many ways, work hard and the experience is always a success!
- If something comes up, it's understandable, miss a meeting, make up for it over email
- Communication with the committee is key to being professional, everybody will always understand as long as you give enough warning
- If things are just too busy, then step away in a professional manner, no problem

Tips to communicate with your mentor…

- Start with an event that doesn't take up much time
- Explain to them how these activities can be important for your future career path and show how small the time commitment really is for some of these (5% of a 40*** hour work week is 2 hours)
- Show through experience that these activities are not interfering with you ability to get new data or proceed with your research
- Speak with me or someone in the office for advice…

Contact info:

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OITE website: http://www.training.nih.gov/

Planning For Career Satisfaction & Success

Dr. Sharon L. Milgram
Director, NIH OITE

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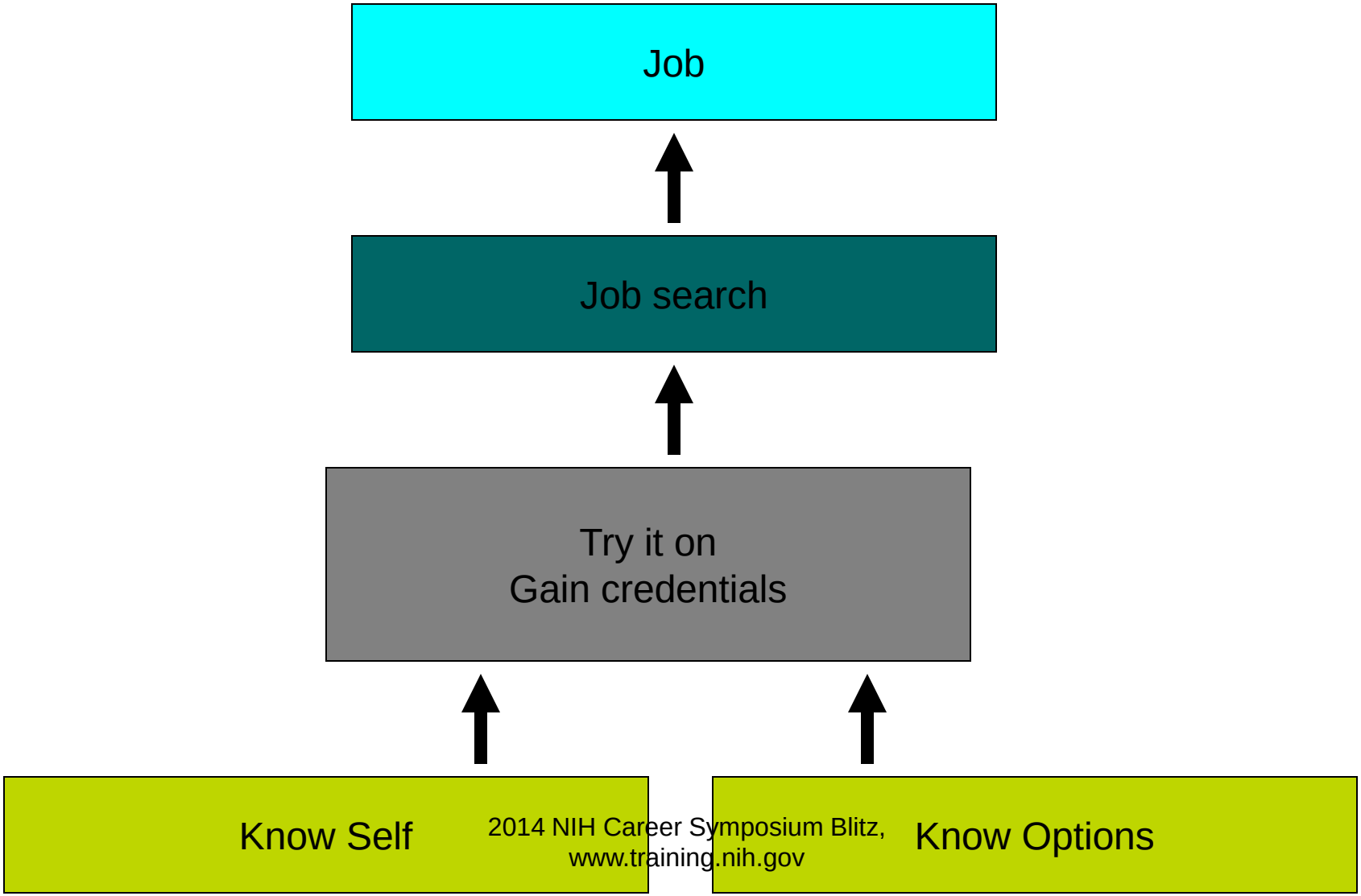
Some Facts

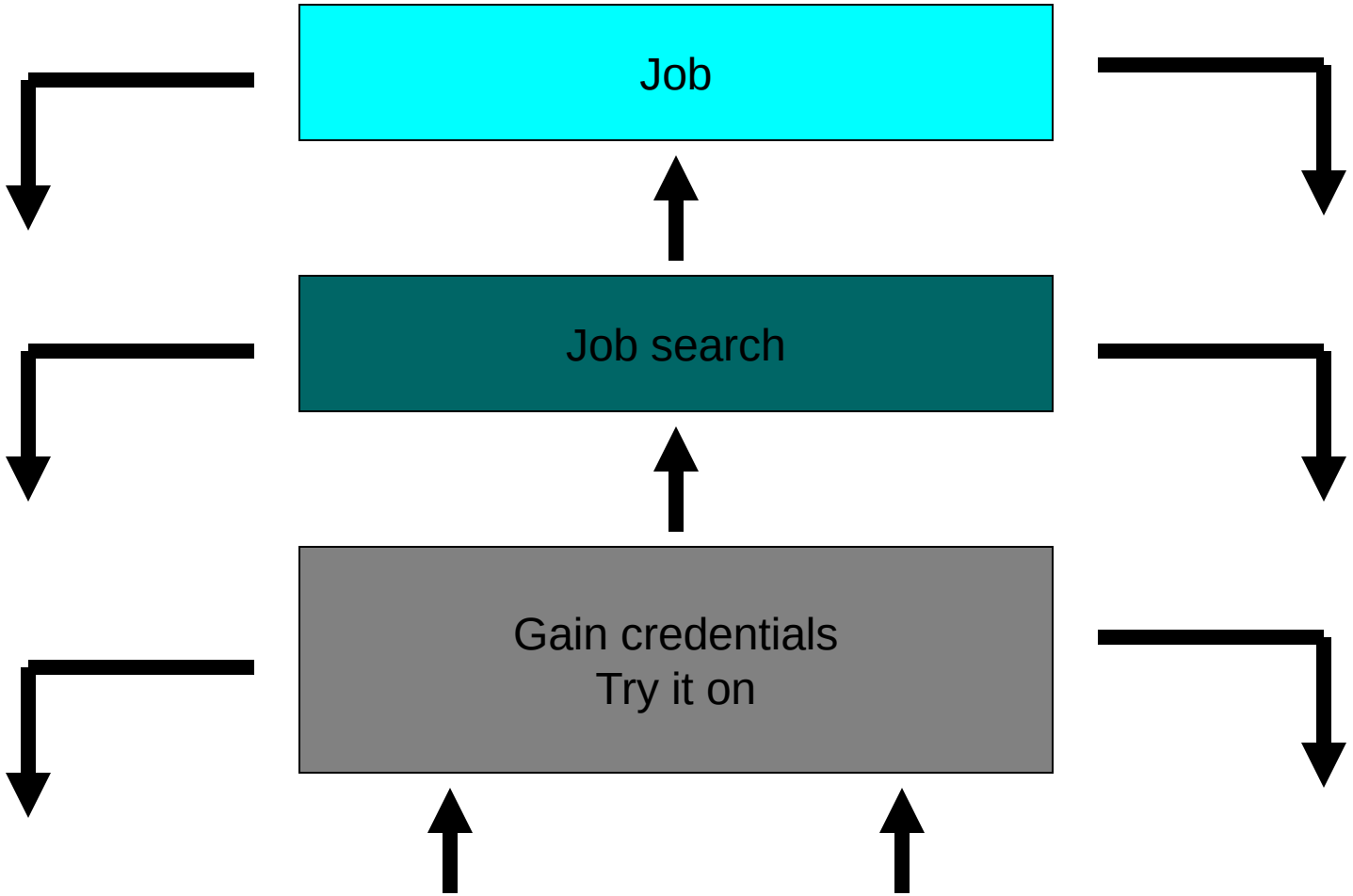
- "The proportion of PhDs that move into tenured or tenure-track faculty positions has declined from ~34% in 1993 to ~25% now."
- "The percentages of biomedical PhDs in industry and government have remained relatively constant. The categories that have seen growth are science-related occupations that 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



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

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

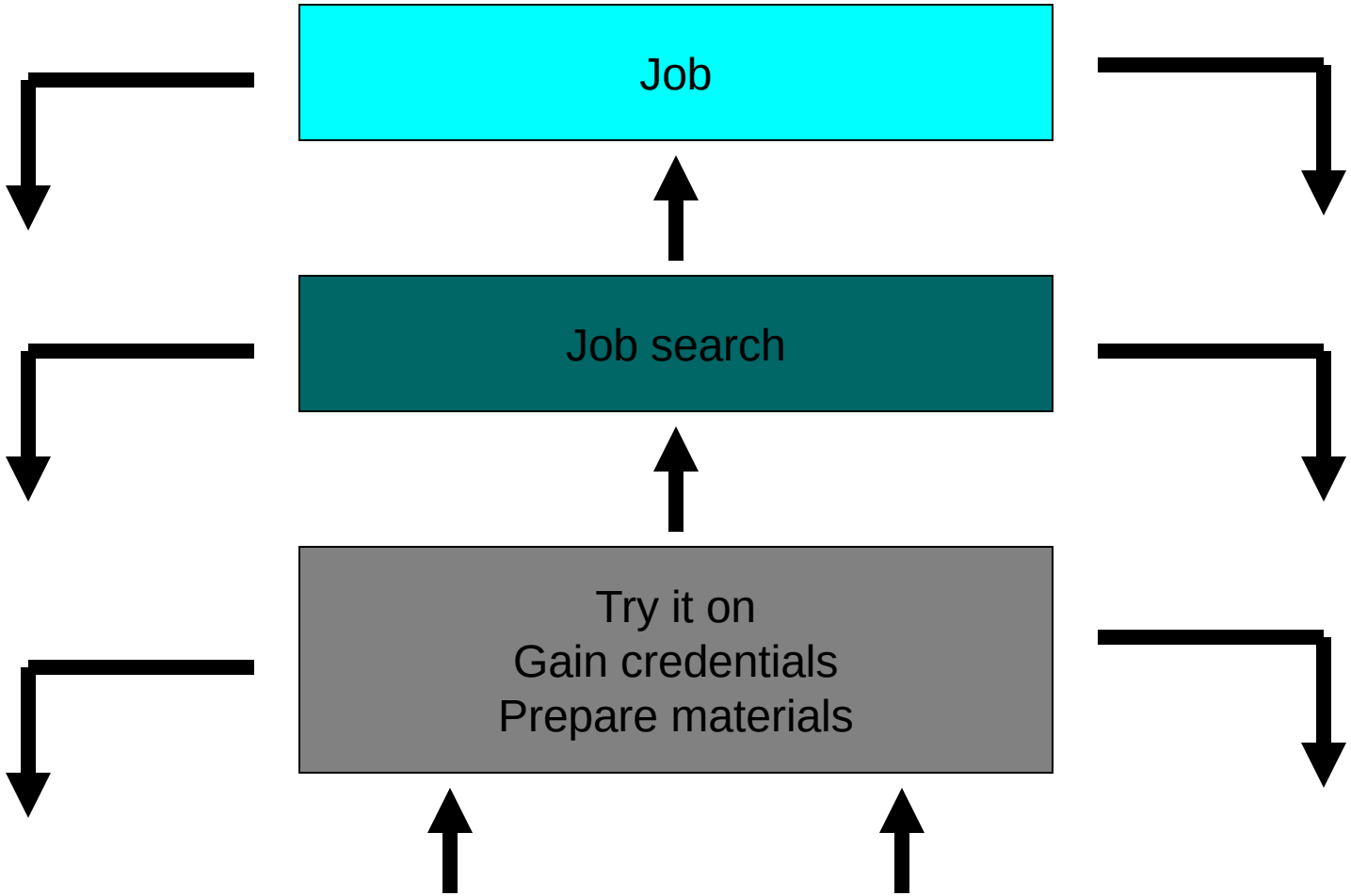
- What do we think about when we think about work?
  - Problems and broad areas of science/healthcare
  - Technologies, procedures and approaches
  - Communicating outcomes and results
  - People as individuals
  - Teams, groups and management
- If we never think about work, what do we think about?
  - 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



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

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
- You will likely have multiple career transitions
- Working with supportive mentors can make all the difference

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

Building Resilience in the Job Search

Denise E. Saunders, Ph.D.
Career Counselor, NIH OITE

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Questions to Ask Yourself

- How do you deal with challenges in your life?
- What do you do when things don't go as planned?
- What distinguishes those that bounce back while others feel overwhelmed?

What is Resilience?

The ability to…….

- Bounce back from adversity
- Work through challenges
- Overcome obstacles

Resiliency Quiz

How Resilient Are You?

80 or higher - very resilient!

65-80 - better than most

50-65 - slow, but adequate

40-50 - you're struggling

40 or under - you may feel easily overwhelmed

Possible Stressors

- **Your job search**
  - Difficult job market
  - Few jobs, hiring is competitive
  - CV/Resume isn't as strong as you would like
  - Figuring out what to look for
  - Few interviews
  - No offers yet
  - NIH contract is ending soon
- **Challenges at work or home**
- **Hurried life – busy, over-committed**

Factors Influencing Resilience

- Capacity to make realistic plans and carry them through
- Positive view of self
- Skills in communication and problem solving
- Capacity to manage strong feelings and impulses

Optimism vs. Pessimism

- **Optimism** – confidence, satisfaction, shows resilience, hope and suggests that failures are isolated events

- **Pessimism** – self criticism, anger, frustration, guilt/shame, despair, over-generalization

OPTIMISM	PESSIMISM
Temporary Specific - isolated to a particular event External – due to outside factors	Permanent – lasts a long time Universal – always happen Internal – my fault
	Seligman, 2006

An Optimistic Approach…..

- Finds value in failures and mistakes
- Views setbacks as opportunity for new learning
- Works at “failing better”
  - What can you learn for next time
- Recognizes value in flexible optimism

Enhancing Optimism & Resilience

1. Challenge negative thinking
2. Be present in the moment, practice mindfulness
3. Engage in positive psychology exercises

   (Seligman, Steen, Park & Peterson, 2005; Mongrain & Anselmo-Matthews, 2012)

   - Gratitude Visit and Letter
   - Three Good Things in Life
   - Identifying Signature Strengths
4. Reward yourself when things go well and you meet your goals

Research: Changing your Mindset

- Engaging in positive psychology exercises results in increased happiness and decreased depression, Seligman et. al., 2005
- Replication study confirmed findings – Mongrain & Anselmo-Matthews, 2012
- Using Mindfulness Based Stress Reduction (MBSR) resulted in significant decreases in perceived stress and elevations in positive affect, quality of life and mindfulness – Nykhick &Kuijpers, 2008

Gratitude Visit

- Write a letter of gratitude to someone who has been especially kind to you but may never have been properly thanked.
- Then deliver it in person.

Three Good Things in Life

- Start a notebook or journal to log your good things.
- Write down three things that went well each day and their causes.
- Provide an explanation for each good thing.

Identifying Signature Strengths

- Take the signature strengths survey at www.authentichappiness.org
- Note your five highest strengths
- Use them more often during the week

- Optional – use one of the top five strengths in a new and different way every day for one week

Developing a More Optimistic Approach

- Further develop resilience
- Develop an awareness of your beliefs about yourself and the world
- Challenge negative, pessimistic thoughts
  - Use thought stopping
  - Argue with yourself
- Be easy on yourself
- Take time for yourself

Fostering Resilience

1. Accept that setbacks are a part of life
2. Make connections
3. Keep things in perspective
4. Look for opportunities
5. Be mindful of good things in your life
6. Maintain a hopeful outlook

Want to Learn More?

Books

Buddha's Brain: The Practical Neuroscience of Happiness, Love and Wisdom; Hanson, 2009

The Pursuit of Perfect; Tal Ben-Shahar, 2009

The How of Happiness: A New Approach to Getting the Life You Want; Sonja Lyubomirsky, 2007

Learned Optimism: How to Change Your Mind and Your Life; Seligman, 2006

The Power of Resilience: Achieving Balance, Confidence, and Personal Strength in Your Life; Brooks & Goldstein, 2004

Documentary/TED Talk

Hardwiring Happiness: Dr. Rick Hanson @TEDxMarin 2013

Happy, 2011