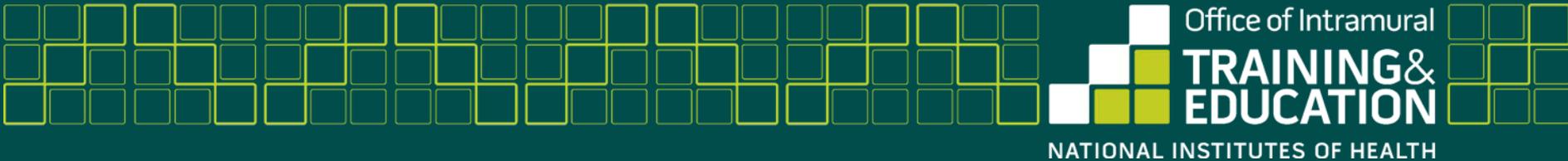
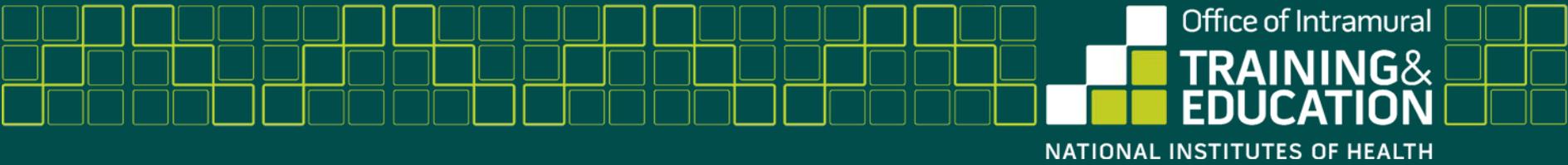

2016 NIH Career Symposium Skill Blitz Slides

OITE Staff



USAjobs.gov

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





Agencies needing scientists

- NIH
- CDC
- HHS
- FDA
- USDA
- EPA
- DoE
- NOAA
- NASA
- DoD (CDMRP and VA)
- DARPA
- FBI
- NSF
- Smithsonian Museums
- Public Health Service
- State Department
- Congressional/Legislative /Executive Branches



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



A Job Announcement

Overview

Duties

Qualifications & Evaluations

Benefits & Other Info

How to Apply



Job Title: Research Biologist

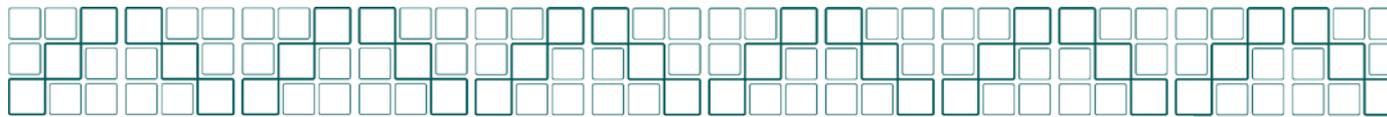
Department: Department Of Health And Human Services

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



Likely job series titles

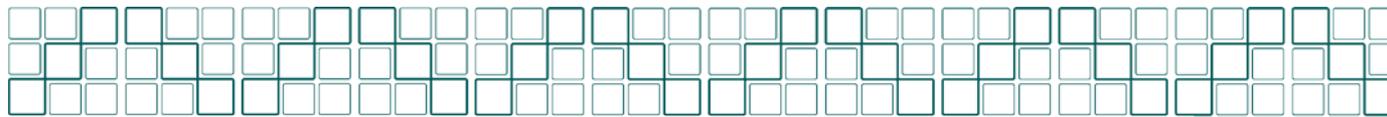
- **0400 – Natural Resources Management and Biological Sciences**
 - **0600 – Medical, Hospital, Dental, and Public Health**
 - **1300- Physical Science Group**
-
- <http://www.opm.gov/policy-data-oversight/classification-qualifications/classifying-general-schedule-positions/occupationalhandbook.pdf>



GS Pay Schedule (Metro-DC)-2015

Grade	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
1	\$ 22,560	\$ 23,314	\$ 24,064	\$ 24,810	\$ 25,561	\$ 26,000	\$ 26,742	\$ 27,490	\$ 27,518	\$ 28,213
2	25,364	25,968	26,808	27,518	27,829	28,648	29,466	30,285	31,103	31,922
3	27,675	28,598	29,521	30,444	31,367	32,290	33,213	34,136	35,059	35,982
4	31,069	32,105	33,141	34,177	35,213	36,249	37,285	38,321	39,357	40,393
5	34,759	35,918	37,077	38,236	39,395	40,554	41,713	42,872	44,031	45,190
6	38,747	40,039	41,330	42,622	43,914	45,206	46,498	47,790	49,082	50,374
7	43,057	44,492	45,927	47,361	48,796	50,231	51,666	53,100	54,535	55,970
8	47,684	49,274	50,864	52,454	54,044	55,634	57,224	58,814	60,404	61,994
9	52,668	54,423	56,178	57,934	59,689	61,444	63,199	64,955	66,710	68,465
10	58,000	59,932	61,865	63,798	65,731	67,664	69,597	71,530	73,462	75,395
11	63,722	65,847	67,971	70,095	72,219	74,343	76,467	78,592	80,716	82,840
12	76,378	78,924	81,471	84,017	86,564	89,110	91,657	94,203	96,750	99,296
13	90,823	93,851	96,878	99,905	102,932	105,960	108,987	112,014	115,041	118,069
14	107,325	110,902	114,480	118,057	121,635	125,213	128,790	132,368	135,945	139,523
15	126,245	130,453	134,662	138,871	143,079	147,288	151,496	155,705	158,700 *	158,700 *

Pay varies by location



The Duties Tab

DUTIES:

[Back to top](#)

- 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 from 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:

[Back to top](#)

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.

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.

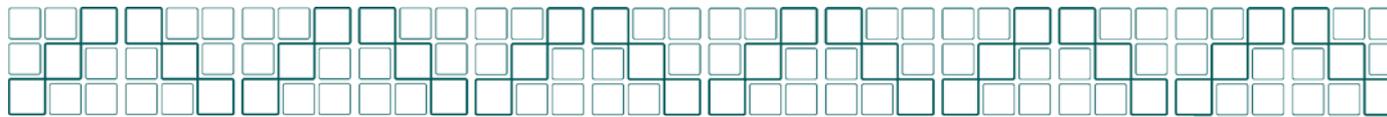
- A- I have no experience in performing this work behavior.
- B- I have limited experience in performing this work behavior. I have had exposure to this work behavior but would require additional guidance, instruction, or experience to perform it at a proficient level.
- C- I have experience performing 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.

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



Resume 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

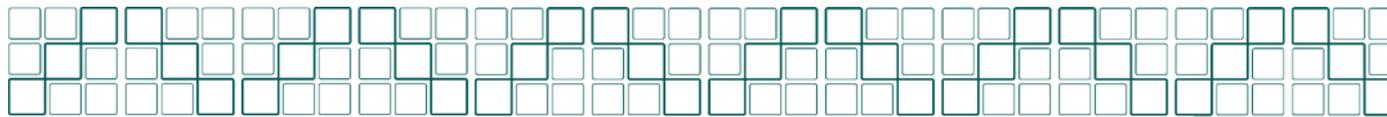
■ Money

- 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

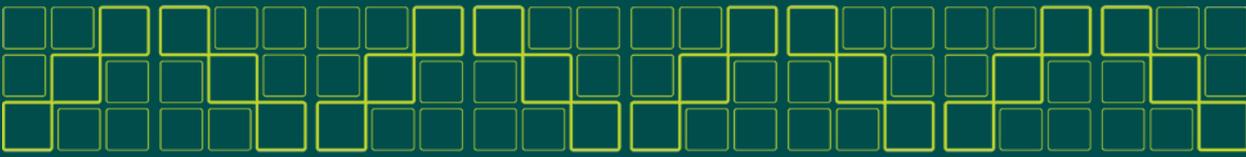


More resources

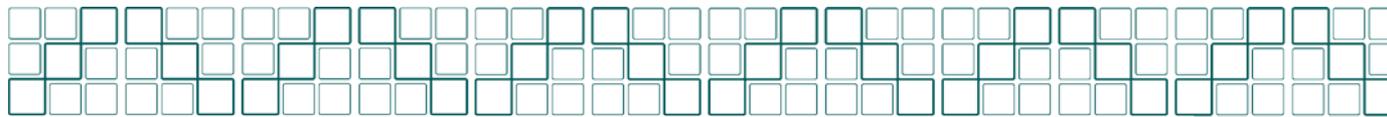
- Watch previous OITE career workshops, including many on CVs, resumes and cover letters
- Connect with me on Linked-In and join the NIH Intramural Science Linked-In group
- Read the OITE Careers blog
- Join the OITE NIH Training Alumni database if you are/were a student or fellow here
- Email me (Lori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

Interviewing Skills

Anne Kirchgessner
Career Counselor/OITE



NATIONAL INSTITUTES OF HEALTH



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 association 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) ?
- What else would you like us to know about your background?



Sample Behavioral Questions

- Describe a time when you had difficulty working with a 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 (if you are an NIH trainee)
- Practice with a mentor or colleague or friend
- Practice your answers aloud by yourself



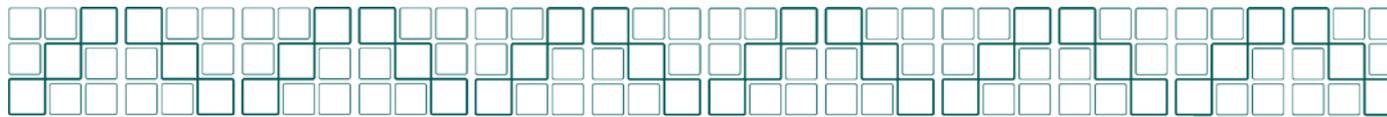
Some Questions to Ask the Interviewer

- What is a typical day like?
- What is the management style of the person who will be my supervisor?
- Would you tell me about the team projects?
- What are the next steps? When should I expect to hear from you?



After the Interview

- Be sure to send a thank you letter or email
- Follow-up if you said that you would send any additional materials



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



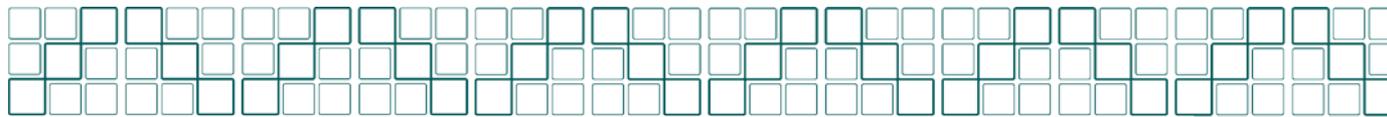
Interviewing articles

- https://www.training.nih.gov/assets/Interviewing_Handout.pdf
- http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/1999_02_12/noDOI.823249973844858327
- http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are



More resources

- Your College Career Center
- Watch previous OITE career workshop videos, including many on CVs, resumes and cover letters
- Read the OITE Careers Blog
- If you are an NIH trainee, go to https://www.training.nih.gov/career_services/appointments



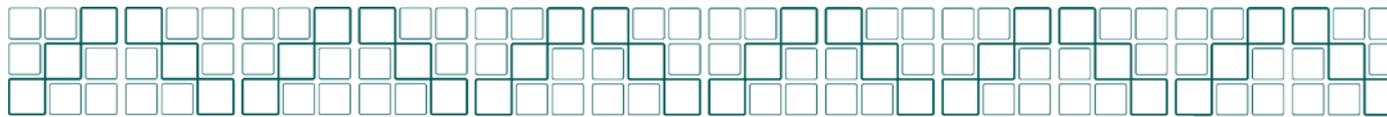
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- Email me (Anne Kirchgessner) at kirchgessnera@mail.nih.gov

Understanding the US Academic System

Pat Sokolove, PhD
Deputy Director
Office of Intramural Training & Education, NIH
sokolovp@mail.nih.gov





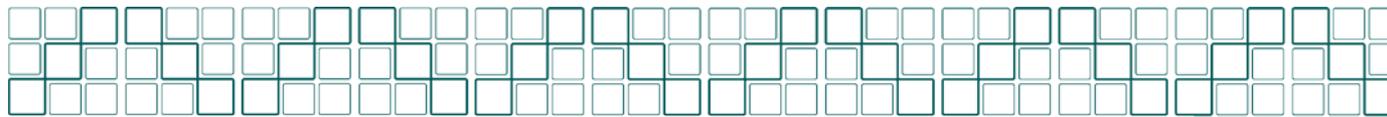
Carnegie Classification of Institutions of Higher Education

- Periodic classifications of academic institutions since 1970 (most recent in 2015)
- 7 categories
 - Doctoral Universities
 - Master's Colleges and Universities
 - Baccalaureate Colleges
 - Baccalaureate/Associate's Colleges
 - Associate's Colleges
 - Special Focus Institutions (includes med schools)
 - Tribal Colleges



Carnegie Classification Subcategories

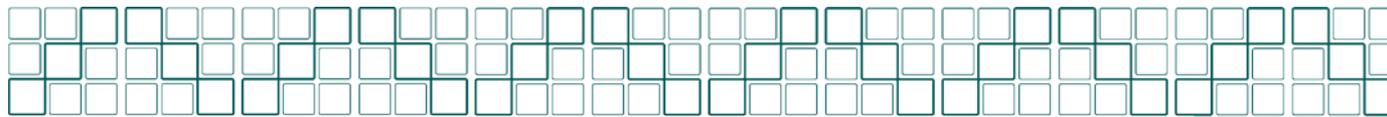
- Doctoral Universities are categorized as
 - R1: highest research activity
 - R2: higher research activity
 - R3: limited research activity
- Based on
 - Total R & D expenditures
 - Number of S & E research staff
 - Number of doctoral degrees conferred
 - Per capita (per faculty member) expenditures and research staff



University of California-Berkeley

Classification	Category
Basic	Doctoral Universities; Highest Research Activity
Undergrad Instructional Program	Arts & Sciences plus professions, high graduate coexistence
Graduate Instructional Program	Research Doctoral: comprehensive programs, no medical/veterinary school*
Enrollment Profile	Majority undergraduate
Undergrad Profile	Four-year, full-time, more selective, higher transfer in
Size and Setting	Four year, large, primarily residential

Enrollment = 37,565; public



US Postsecondary Institutions

	Institutions (N)	(%)	Fall 2014 Enrollment (N)	(%)
Doctoral Universities	335	7%	6,455,622	32%
Master's Institutions	741	16%	4,422,535	22%
Baccalaureate Colleges	583	13%	999,834	5%
Baccalaureate/Associates	408	9%	1,079,576	5%
Associate's Colleges	1113	24%	6,524,819	32%
Special Focus: Two-year	444	10%	204,321	1%
Special Focus: Four-year*	1005	22%	776,979	4%
Tribal Colleges	35	1%	17,929	0.1%
Grand TOTAL	4664		20,481,615	

Carnegie Classification: 2015 Update

* Includes medical and other professional schools



How Many Full-time Faculty Jobs are There (Fall 2013)

Institution Type	Total Full-time Faculty	Professors	% of Professors
All Institutions	703,150	496,535	
Doctoral	303,618	245,763	49.5%
Master's	150,802	122,897	24.8%
Baccalaureate	65,390	52,831	10.6%
Associate's	133,306	45,476	9.2%
Health Professions	35,976	29,568	6.0%



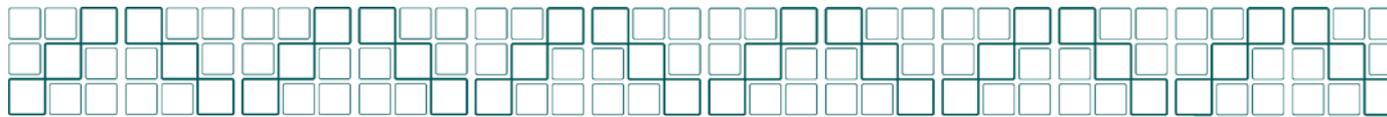
What About Jobs in Medical Schools?

Degree Type	Basic Science Departments	Clinical Departments	TOTAL
PhD*	14,444	20,191	34,635
MD/PhD	1,500	9,790	11,290
MD	1,953	102,782	104,735
TOTAL	17,897	132,763	150,660



Carnegie Classification of Institutions of Higher Education

- Periodic classifications of academic institutions since 1970 (most recent in 2015)
- 7 categories
 - Doctoral Universities
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 - Baccalaureate/Associate's Colleges
 - Associate's Colleges
 - Special Focus Institutions
 - Tribal Colleges



Research	Teaching	Service
Reviewing grants, manuscripts	Advising students	Committee work
Getting grants and publishing	Holding office hours	Faculty governance
Attending professional meetings		Recruiting
Supervising postdocs, graduate students		Advising student organizations/clubs
		Experiential learning
		Community outreach
		Living/dining in residence halls
		Agricultural extension service



Non-Research Intensive Institutions

Institution Type	Research Expectations	Teaching Load (courses/semester)
Small PhD Granting	Grants + Publications	2
Master's	Grant Attempts + Publications	3
Baccalaureate	Publications	4
Community College	None	5

Source: Larry Wimmers, PhD, Towson University

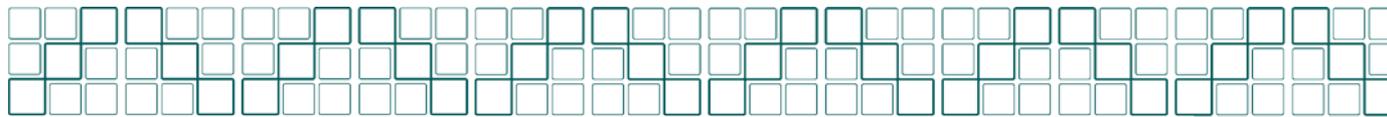


Average Salaries[#] (9 month)

Institution Type	Full Professor	Associate Professor	Assistant Professor
Doctoral institutions	\$142,141	\$92,770	\$80,989
Master's institutions	\$94,644	\$75,478	\$64,909
Baccalaureate colleges	\$95,477	\$73,244	\$60,605
2-year colleges	\$78,896	\$63,195	\$54,751

[#] Salaries are for 2014-15; source: *Chronicle of Higher Education*; AAUP

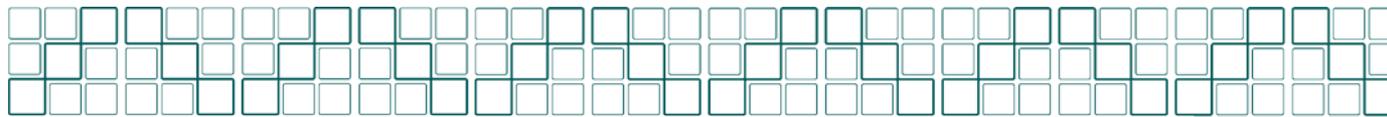
* Clinical faculty salaries,



Average Salaries# (12 month)

Department Type/ Degree	Full Professor	Associate Professor	Assistant Professor
Basic Science Dept./PhD	\$182,600	\$121,900	\$94,200
Basic Science Dept./MD	\$224,300	\$148,700	\$113,300
Clinical Dept./PhD	\$193,500	\$131,300	\$101,900
Clinical Dept./MD	\$350,500	\$309,500	\$264,800

Salaries are for 2014-15; source: *AAMC Report on Medical School Faculty Salaries, 2014-15*



Part-time Salaries (2015-16)

- Average from a single employer: \$16,718
- Doctoral institution average: \$26,321
- Master's and Baccalaureate average: \$15,000

- Average pay for a 3-credit course: \$2,942
- Range: \$2,125 to \$5,363 (discipline-dependent)

AAUP Salary Survey

Chronicle of Higher Education, Almanac 2015-16

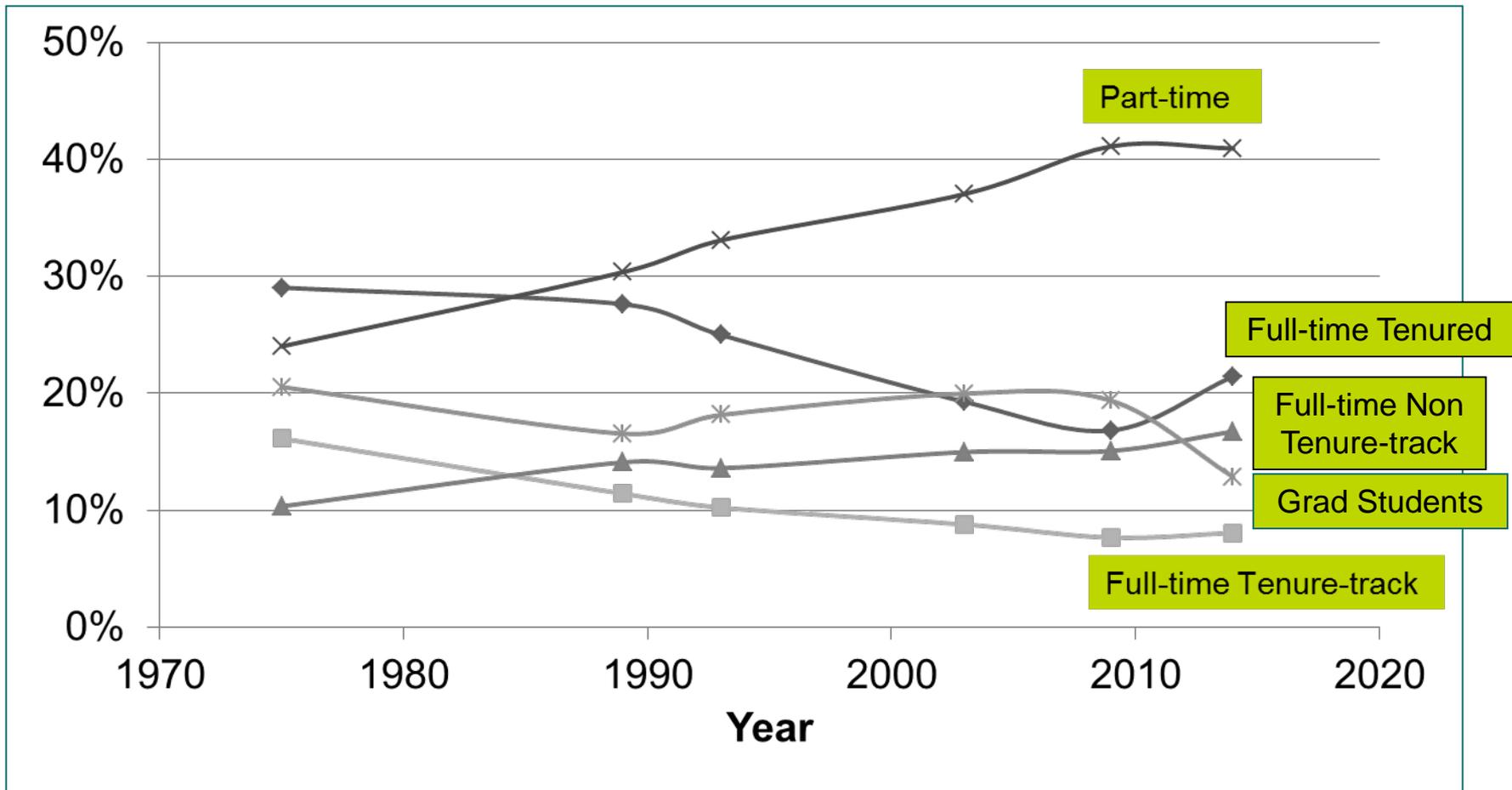


Tenure Is Changing

- Remember: historically, tenure = a job (and salary) until retirement
- Currently, institutions have a hard time meeting their tenure commitments
- Two solutions:
 - Make fewer tenure appointments
 - Decouple tenure and salary commitment



Trends in the Academic Labor Force

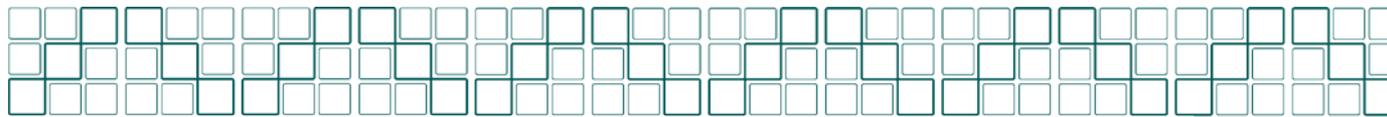




Where Do Salaries* Come From?

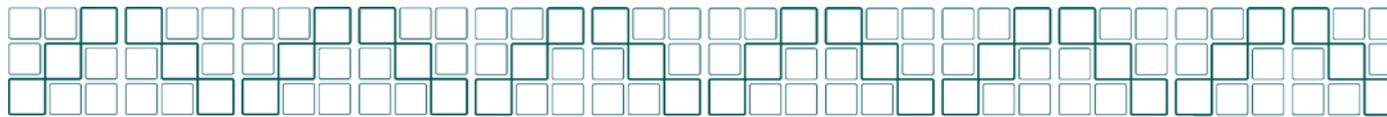
- Hard money: institutionally guaranteed salary
 - For positions that are primarily teaching
 - Generally 9 months of support
 - Can be supplemented from grants
- Soft money: obtained from grants
 - For positions that are primarily research (medical schools/research institutes)
 - Can account for all or a part of the faculty salary

* Tenure or tenure-track positions



Resources

- Carnegie Classification of Institutions of Higher Education:
<http://carnegieclassifications.iu.edu/>
- *Higher Education at a Crossroads: The Economic Value of Tenure and the Security of the Profession:*
<http://www.aaup.org/sites/default/files/2015-16EconomicStatusReport.pdf>.
- *Education and Employment of Biological and Medical Scientists 2015*, FASEB Powerpoint (you can find it via Google)
- *Science & Engineering Indicators 2016* (NSF):
<http://www.nsf.gov/statistics/2016/nsb20161/#/>
- AAMC Faculty Roster Reports:
<https://www.aamc.org/data/facultyroster/reports/>



Keep in Touch!

sokolovp@mail.nih.gov

Stress Management for Scientists

Michael J. Sheridan, PhD
Special Advisor for Diversity & Wellness Programs
NIH Office of Intramural Training & Education





Impact of Stress

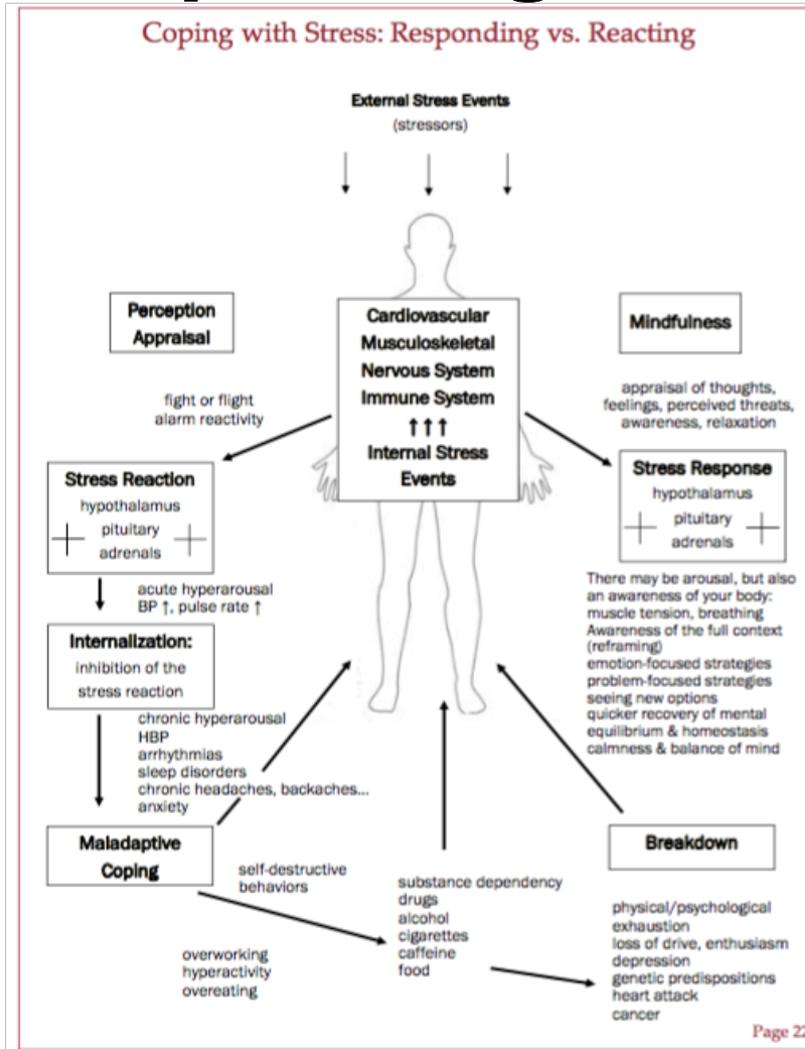
- Stress is a part of life – but that doesn't mean we should ignore it!
- Affects every major **body system** we have (cardiovascular, nervous, gastrointestinal, endocrine, musculoskeletal, respiratory, reproductive).
- Shows up as physical, emotional, cognitive, and behavioral **stress symptoms** and contributes to a myriad of **physical & mental health problems.**



Rethinking Our Approach to Stress

- Need to start taking stress symptoms seriously – as valuable **messages** to pay attention to!
- Have 3 highly tuned “**messengers**” that can help:
 - **Body** (physical sensations)
 - **Mind** (thoughts/images/beliefs)
 - **Emotions** (affect/feelings)
- Can learn to **respond vs. react** to stress!

Responding vs. Reacting to Stress



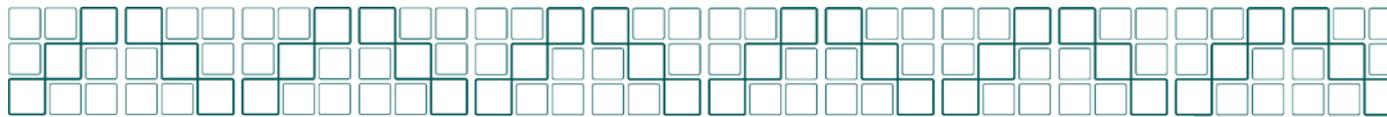
Based on Dr. Jon Kabat-Zinn's work on *Mindfulness-based Stress Reduction*;
 University of Massachusetts Medical Center
<http://www.umassmed.edu/cfm/>
 "Full Catastrophe Living: Using the Body and Mind to Face Stress, Pain, and Illness"
 (2013)



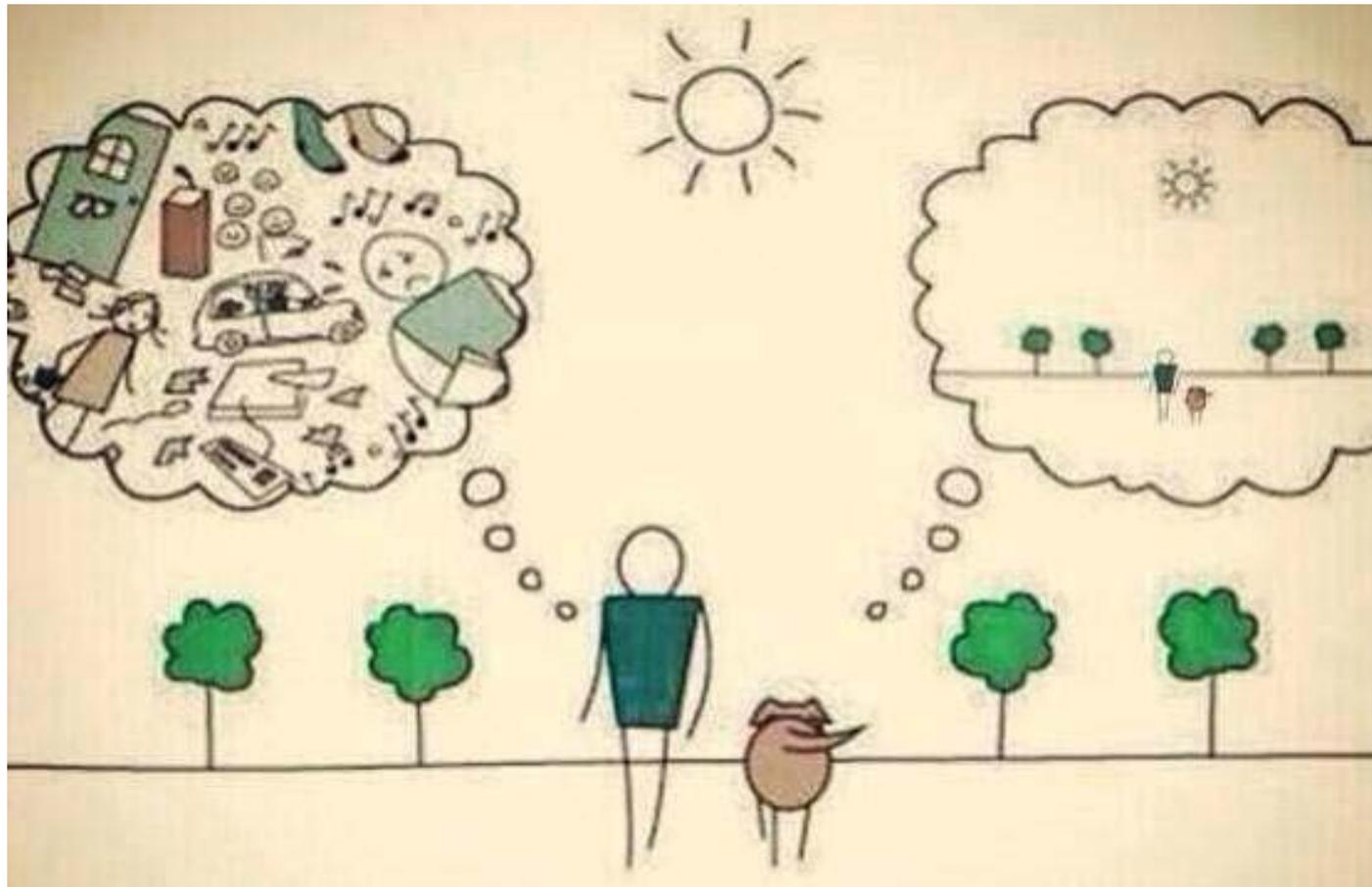
Responding vs. Reacting to Stress

~ Key Tools ~

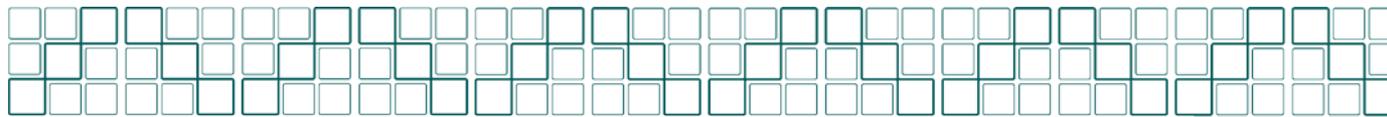
- **Self-Awareness/Mindfulness** (paying attention vs. ignoring stress symptoms)
- **Stress-Reduction Practices** (regular use of preventative activities and positive coping strategies)
- **Self-Care Assessment** (honest assessment of current behavior)
- **Self-Care Plan** (development of and commitment to holistic self-care plan)
- **Self-Compassion** (treating yourself with kindness and concern)



Mindfulness or Mindlessness

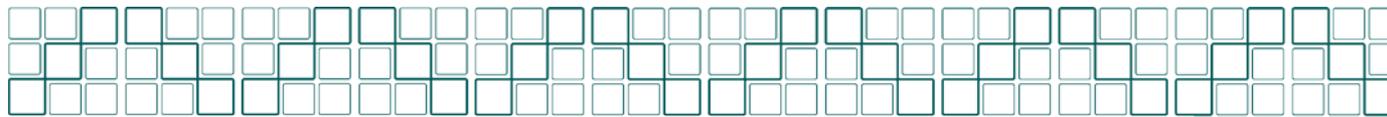


**Which one is taking a walk - the human or the dog?
Which one are you???**



3 Quick Tips for Stress Reduction

- Throughout your day...
 - **Stretch**
 - **Bre-e-e-e-athe**
 - **Get up and move!**
- Stretching and breathing lower stress hormones & bring on relaxation response.
- Moving lowers negative effects of “sitting disease.” <http://www.juststand.org/tabid/674/default.aspx>



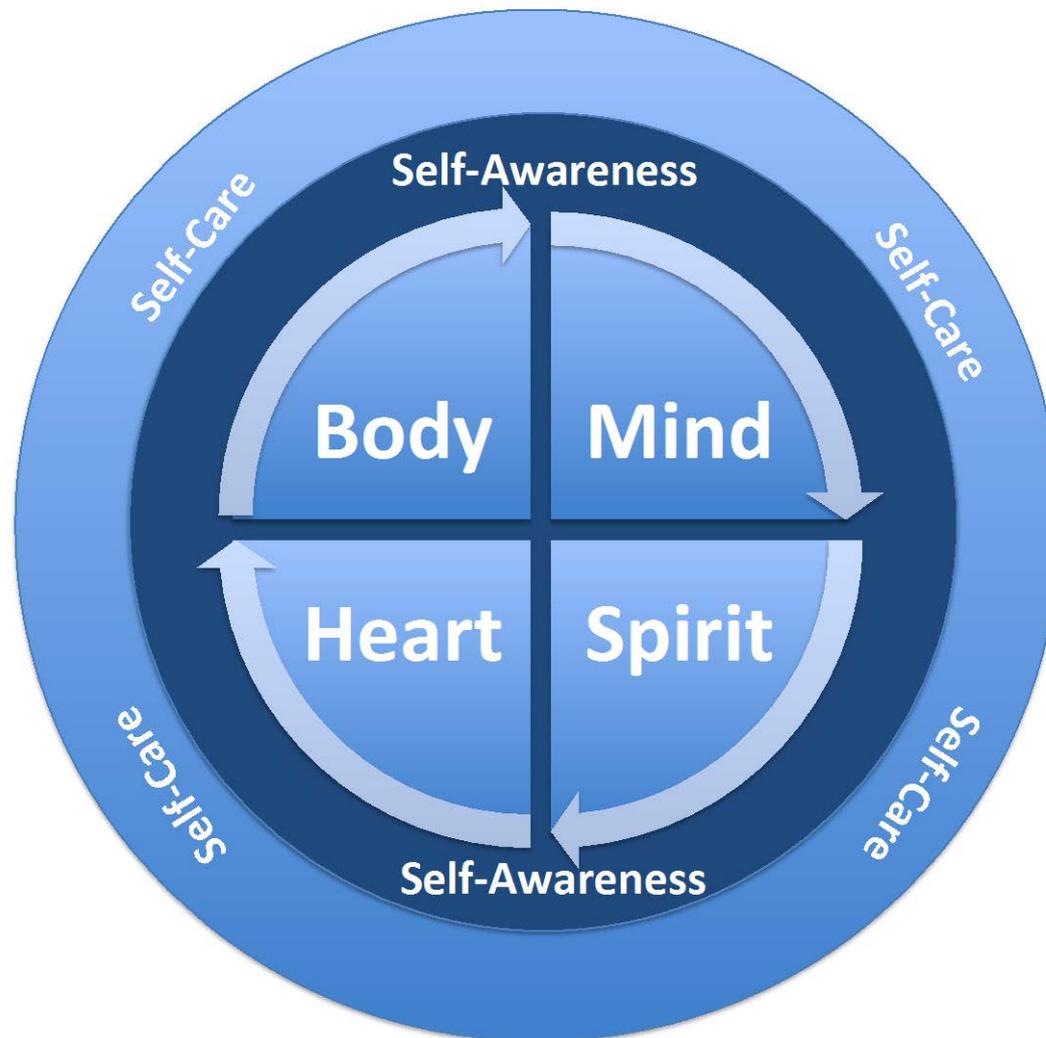
“Mind Matters: 10-Minute Tools for Handling Stress at Work”

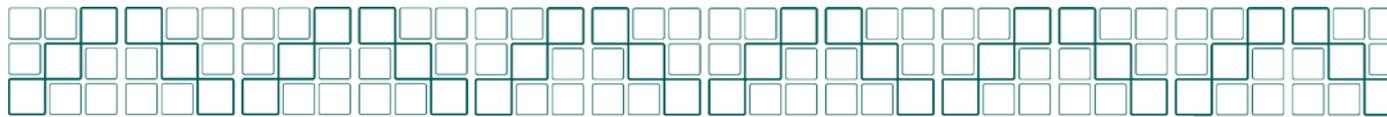
Irene S. Levine

- 1. Become better at managing your time:** Give yourself 5-10 minutes at beginning of the day to prioritize what you need to do (*before* turning on the computer, reading emails, checking social media, etc.).
- 2. Stretch (and Get Up!):** Stretching sends impulses to the brain that evokes a relaxation response (e.g., neck rolls, shoulder rolls, “climbing ladder” stretches, torso twists, leg extensions). [See link at end of this PP for 12 at-desk stretching exercises.] And get up from your desk frequently - Take a 10-minute walk!
- 3. Relax:** Turn away from your computer or other work. Rub the palms of your hands vigorously to create some heat. Close your eyes and gently place your cupped hands over your eyes. Take 10 slow, deliberate breaths in and out (exhalation slower than inhalation).
- 4. Play music:** Tune in to music you enjoy and you associate with positive feelings (moderate or slow tempo is best vs. fast or frenetic).
- 5. Focus on the present:** Mindfully focus on the present moment (be the dog not the distracted human). Tackle one task at a time.



Holistic Self-Care

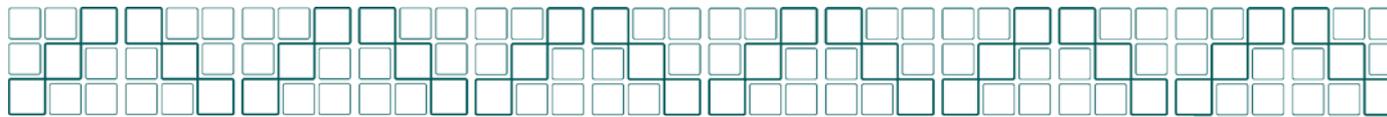




Self-Compassion

Dr. Kristin Neff - <http://self-compassion.org>

- **Self-compassion:** “Treating ourselves with the same kindness, care, and concern that we would treat a good friend.”
- “Self-compassion is *not* a way of judging ourselves positively; Self-compassion is a way of **relating to ourselves kindly**. Embracing ourselves as we are, flaws and all.”
- Self-compassion includes **3 core components**:
 - **Self-kindness** (vs. Self-criticism)
 - **Common Humanity** (vs. Isolation)
 - **Mindfulness** (vs. Over-identification)
- Associated with higher motivation and personal initiative, greater coping skills, positive health-related behaviors, positive interpersonal skills and higher relationship satisfaction.



Books & Online Resources for Stress Management & Wellbeing

- Hanson, R. (2013). *Hardwiring happiness: The new brain science of contentment, calm, and confidence*. New York, NY: Harmony.
- Kabat-Zinn, J. (2013). *Full catastrophe living: Using the body and mind to face stress, pain, and illness* (2nd ed.). London, UK. Platkus.
- Neff, K. D. (2012). The science of self-compassion. In C. Germer & R. Siegel (Eds.), *Compassion and wisdom in psychotherapy* (pp. 79-92). New York, NY: Guilford Press. <http://self-compassion.org/wp-content/uploads/publications/SC-Germer-Chapter.pdf>
- Neff's Self-Compassion Website: <http://self-compassion.org>
- Free Online Mindfulness-Based Stress Reduction Program: http://palousemindfulness.com/selfguidedMBSR_ataglance.html
- "Mind Matters: 10 Tips for Handling Stress at Work"
 - http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2009_05_08/carecredit.a0900059
- Desk Stretches:
 - www.webmd.com/fitness-exercise/stretching-exercises-at-your-desk-12-simple-tips?page=2



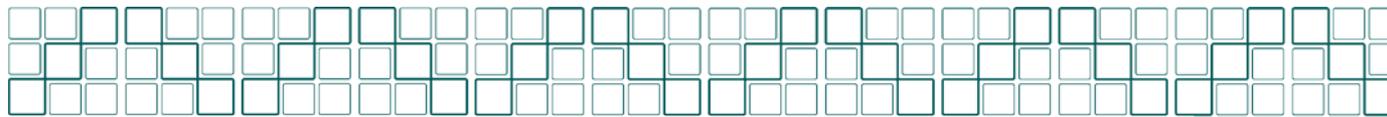
OITE Wellness Resources

Wellness Workshop ~ “Tune In & Take Care” (Tuesday, May 24th, 10:00 a.m. – 12:00 p.m., Bldg. 49, Rm. 1A51/1A59)

Drop-in Mindfulness Meditation Group (every Thursday, 5:00 p.m., Bldg. 10, Rm. 1N263)

Wellness Advising:

For information about individual consultation on wellness contact: michael.sheridan@nih.gov



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

Networking for Career Success

Phil Ryan, PhD
Director of Student Service
NIH Graduate Partnerships Program, OITE





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



Why Network?

- Establish collaborations
- Obtain an invitation to give a seminar
- Receive an invitation to apply for job/postdoc
- Discover opportunities for leadership roles, reviewing papers, study sections
- Investigate the viability of the university and department in advance of an appointment
- Build relationships in order to identify a recommendation letter writer for a job search
- Cultivate referees for tenure review



Types of Networking

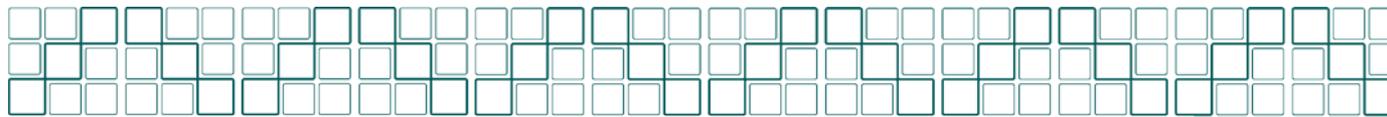
- There are two forms of networking:
 - Passive (Virtual, impersonal)
 - Active (Personal, intentional)

- 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



Getting Started

- Identify the people you need to meet
- Locate the key contacts
- Design talking points to get the information you need
- Create you tailored elevator pitch



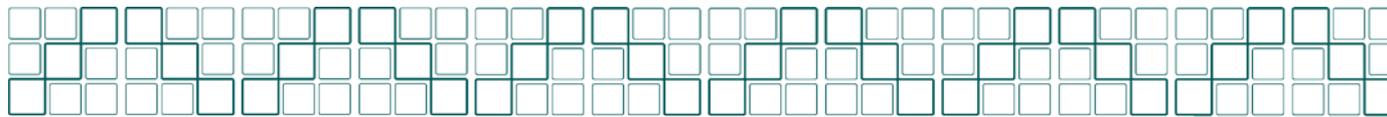
Have a conversation

- Elevator Pitch
 - 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, get information about a school, etc.



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
 - Follow school/program on LinkedIn/Twitter
 - Article of interest
 - A general hello is fine



The Golden Rule of Conversation

You don't need to be interesting; you need to be interested!

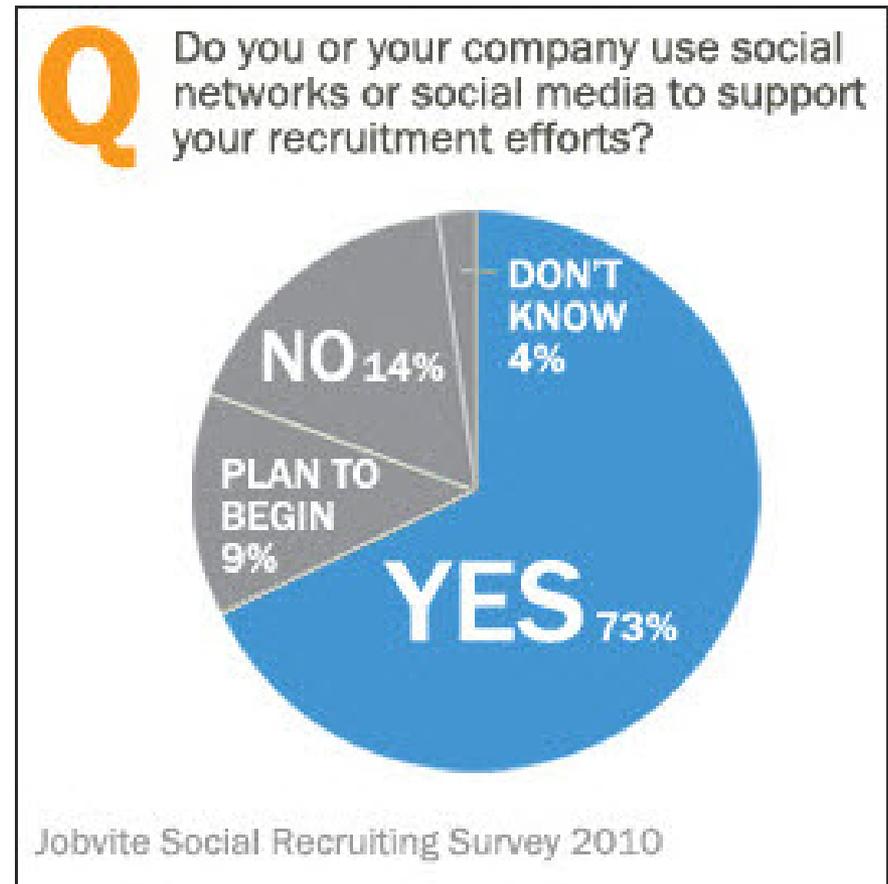
Brad Fackler's Rule of Networking

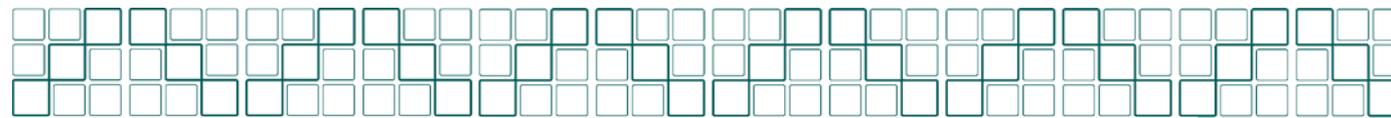
The more you talk about them; the greater the chance they will remember you!



Social Media Tools

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

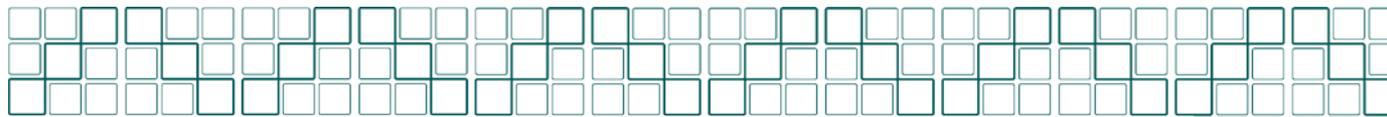




What should a linkedin profile look like?

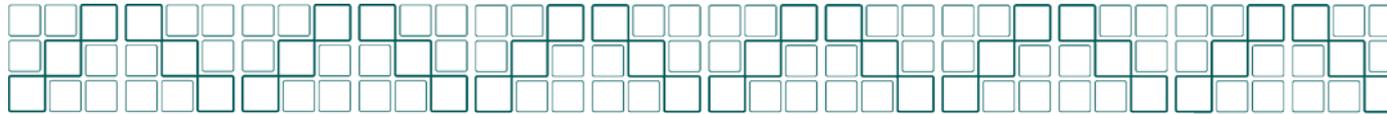
- Summary
- Experience
 - sometimes combined with summary
 - List in STAR format—I do X to understand Y
- Publications
- Languages
- Education
- Additional Info

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



LinkedIn Profiles

- Picture- have a professional one
- Have all the stuff in the top box up to date, and be careful of what is listed first.
- Avoid jargon or acronyms
- Summary should reflect who you are and what you want. Sell yourself!
- All university and professional affiliations



LinkedIn Profiles



Philip Ryan

500+
connections

Director of Student Services at NIH Graduate Partnerships Program, Office of Intramural Training and Education

Washington D.C. Metro Area | Government Administration

Previous National Institutes of Health, National Cancer Institute, The George Washington University

Education The George Washington University



LinkedIn Profiles

The screenshot shows a LinkedIn profile for Philip Ryan. The top navigation bar includes the LinkedIn logo, account type (Basic | Upgrade), notification icons (4), and the user's name (Philip Ryan) with an 'Add Connections' button. The main navigation menu includes Home, Profile, Contacts, Groups, Jobs, Inbox, Companies, News, and More. A search bar is visible with the text 'People' and 'Search...'. The profile summary section is titled 'Summary' and contains two main areas: 'Program management' and 'Project Management'. The 'Program management' section lists several responsibilities, including tracking budgets, overseeing event coordination, communicating with NIH mentors, and managing content on the OITE Careers Blog. The 'Project Management' section lists responsibilities such as tracking student progress, mediating transitions, and updating NIH Trainee Handbooks. On the right side of the profile, there are two activity boxes. The first box shows '5 Your profile has been viewed by 5 people in the past 7 days.' and '24 You have shown up in search results 24 times in the past 7 days.' The second box is titled 'Philip's Activity' and shows a recent connection to Juan M. Crespo-Barreto and a new blog post by Philip Ryan titled 'The AAAS Science and Technology Policy Fellowship: An Insider Look at Getting Prepared'.

Account Type: Basic | Upgrade

Philip Ryan ▾ Add Connections

Home Profile Contacts Groups Jobs Inbox Companies News More

People ▾ Search... Advanced

Summary

Program management:

- Track budgets for partnership activity funds
- Oversee Event Coordination for GPP Annual Research Symposium and Retreat
- Communicate with NIH Mentors and Partnership Directors on GPP Policy.
- Direct the NIH Summer Intern Science Skills Boot Camp
- Administer the Summer Intern Journal Clubs.
- Manage and author much of the content on the OITE Careers Blog.
- Coordinate the OITE poster judging competitions for the NIH Graduate Student Research Symposium and NIH Postbac Poster Day.

Project Management:

- Track student progress and oversee administrative aspects of student rotations and dissertation placements
- Mediate the transition of trainee handbooks from print media to electronic formats.
- Oversee the upgrading and populating the OITE NIH Alumni database.
- Evaluate presentation software
- Create new training web tutorials.
- Coordinate the updating and editing of the NIH Trainee Handbooks for Post-bac, Graduate Students and Post-Docs.

5 Your profile has been viewed by 5 people in the past 7 days.

24 You have shown up in search results 24 times in the past 7 days.

Philip's Activity

Philip Ryan is now connected to **Juan M. Crespo-Barreto**, Post-doctoral Fellow at National Institutes of Health
1 day ago

Philip Ryan has a new blog post: [The AAAS Science and Technology Policy Fellowship: An Insider Look at Getting Prepared](#) posted with WordPress

This post was written by guest blogger Pat Sokolove, PhD, Deputy Director, OITE; AAAS Policy Fellow, 2003 – 2005; Health, Education, & Human Services Selection Panel



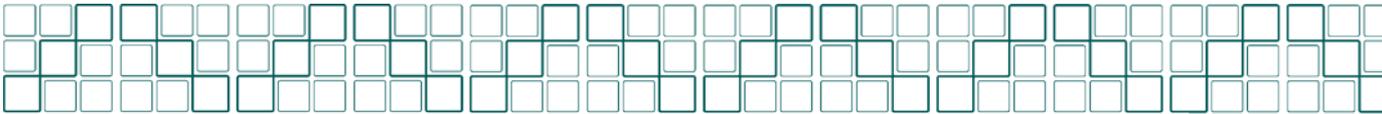
LinkedIn Profiles

Summary

Why I love my job:

- 1) I work with both established investigators and some of the brightest students in the world
- 2) I help students reach their career and scientific goals.
- 3) I work with trainees at all levels from high school through postdocs.
- 4) I see great science, meet great scientist and help them go on to great careers.
- 5) I work with some of the most amazing people who are dedicated to training the next generation of great scientist (read: Awesome co-workers!)

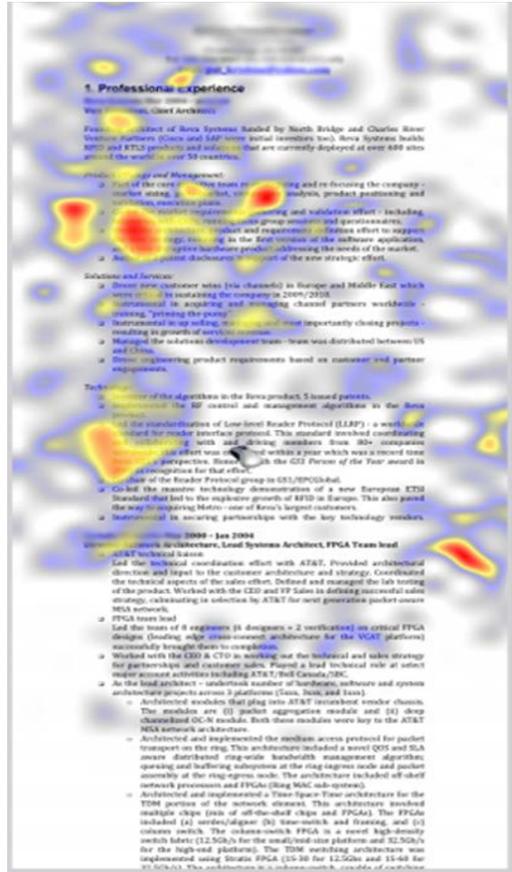
Yes...I have a pretty awesome job!



Keywords, Sections and Outlines

This is a heat map on what recruiters look at in the first 6 seconds of a document

Keep this in mind when writing your LinkedIn summary, CV/resume, or any document





LinkedIn Profiles

Experience

Director of Student Services

NIH Graduate Partnerships Program, Office of Intramural Training and Education

May 2012 – Present (3 years) | Bethesda, MD



As Director of Student Services I:

- Provide the graduate students at the NIH the resources, information and advice they need to have a successful and enjoyable graduate experience.
- Work with the Graduate Student Council to to forge a great student community
- Facilitate communications with the students about events and activities
- Direct a graduate student taught 200 level course
- Address student concerns and request.
- Organize and implement major events such as an annual research symposium and retreat for the grad students.
- Provide individualized administrative and scientific guidance to current and prospective GPP students.
- Communicate with NIH Mentors and Partnership Directors on GPP Policy.
- Track student progress and oversee administrative aspects of student rotations and dissertation placements

In Addition to my duties as Director of Student Services I:

- Manage the OITE Careers Blog
- Direct the NIH Intramural AIDS Research Fellowship
- Co-Direct the Translational Science Training Program
- Present workshops and seminars on Scientific Career Develop Skills
- Participate in outreach efforts to recruit scientists at all levels
- Review and evaluate applications to many OITE programs (CCSEP, UGSP, HiSTEP, etc)
- Evaluate presentation software
- Create new training web tutorials.



Enhancement Branch

Erika L. Barr

Director, Community College Programs and Special Projects: NIH-Office of Intramural Training and Education



Stephen C. Kales, Ph.D.

Scientist at National Center for Advancing Translational Sciences (NCATS)



Sherry Strother

Nurse Supervisor at Prince George's County Health Department



Patricia Sokolove

National Institutes of Health



Frank Comer

Scientist at MedImmune

Advertise on LinkedIn



Are You A Director?

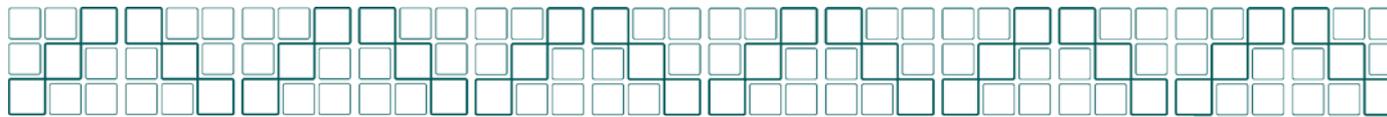
You're invited to apply for inclusion in the Worldwide Executive Registry

[Learn More »](#)



Mobile App A/B Testing

Iterate faster! Make real time visual



 Search for people, jobs, companies, and more...  [Advanced](#)

[Home](#) [Profile](#) [Connections](#) [Jobs](#) [Interests](#)

[Add Connections](#) [Colleagues](#) [Alumni](#) [People You May Know](#)

 **Invite Dave to connect on LinkedIn**

How do you know Dave?

- Colleague
- Classmate
- We've done business together
- Friend
- Other
- I don't know Dave

Include a personal note: (optional)

I'd like to add you to my professional network on LinkedIn.
- Philip Ryan

Megan,

We were classmates together in the GPP. I now work as the Director of Student Services for the GPP and much of what I do is build networks of alumni and current students. I would love to link in and catch up.

Important: Only invite people you know well and who know you. [Find out why.](#)

[Send Invitation](#) or [Cancel](#)

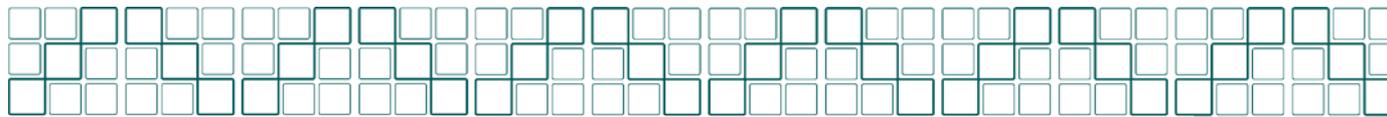


Ways to expand your network

- Attend Graduate and Professional School Fair
 - Ask Questions – Be specific and intentional

- 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

■ Start here

- Keep up with the presenters, organizers and participants
 - They know people you don't: PI, people at their schools (past, present, and future)

■ Do Informational Interviews

- Ask people you know to introduce you to people

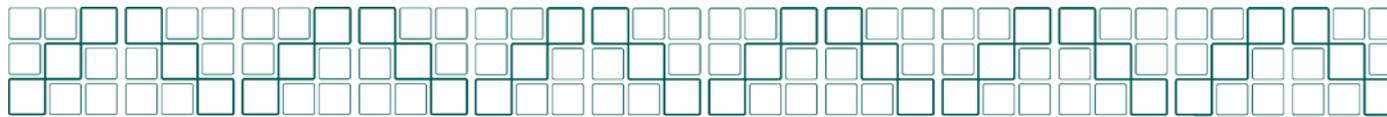
■ Attend Career Development Workshops

- Ask Questions



Developing a Networking Map





Ways to Maintain Your Networks

- Think about what is important to the other person professionally
 - Program Director– Their Program/School/Students
 - Follow LinkedIn/Twitter– Congratulate on funding, awards, honors
 - Share articles related to their work
 - Professors – Their research/career
 - Follow up on big experiments
 - Congratulate on new positions/responsibilities/publications
 - Share articles related to their research



Ways to Maintain Your Networks

- Think about what is important to the other person personally
 - Professor/program director –
 - Know their stage of life (Kids, grandkids)
 - A note to say congrats on a kid graduating go a long way
 - Birthdays
 - Hobbies
 - Postdocs/Grad Students –
 - Marriage/Birth of a Child
 - Where is home to them? Do they want to go back?
 - Share information relevant to their desires



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

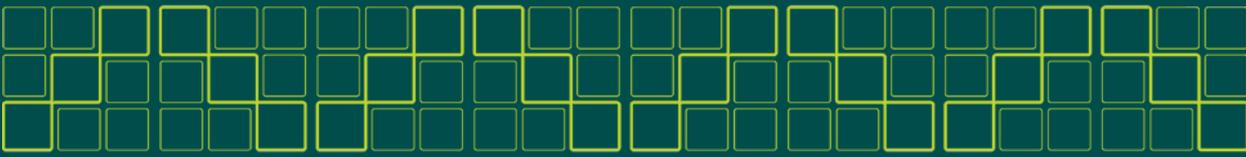


More resources

- 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

Careers Around the Globe:

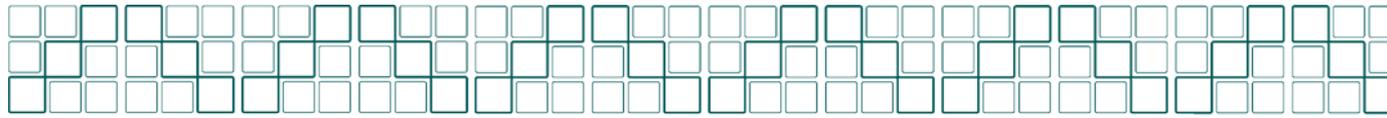
Preparing for successful international job searches



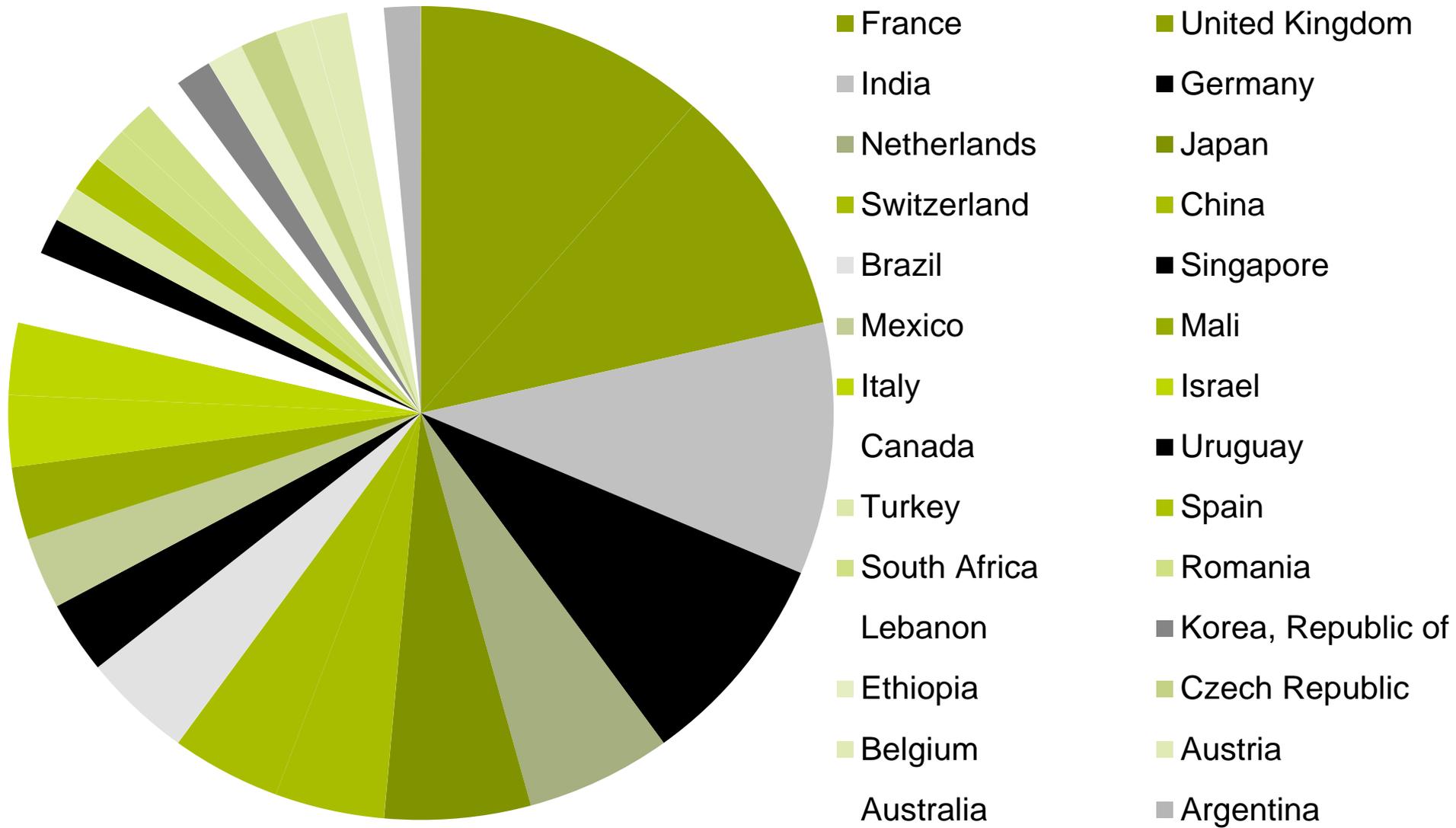
Office of Intramural

**TRAINING &
EDUCATION**

NATIONAL INSTITUTES OF HEALTH



Snapshot of 70 former NIH Postdocs





What Options Exist?

- Academics
- Industry
- Government
- Non-Profits



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.mvvisajobs.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

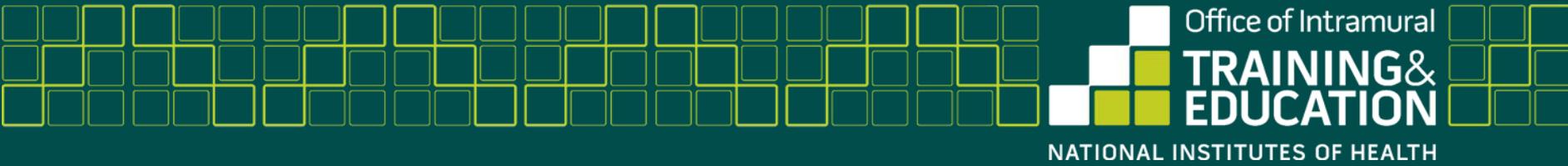


What are they doing?

- Athula Murthi – Director, India Bioscience, India
- Matt Wenham – Executive Manager, Policy and Projects at Australian Academy of Technology and Engineering (ATSE)
- Giovanna Jaramillo Gutierrez – Technical Officer WHO, Switzerland
- Yair Herishanu – Director, Sourasky Hematology Clinic, Israel
- Pengjing Xu – Director, Huizhong/Huipu IP Law Firm, China
- Toshiki Yabe – Asst, Prof., Kanazawa Med. Univ., Japan
- Cyril Buhler – Project Manager, DNA Therapeutics, France
- Aurelie Neveol – Senior Staff Scientist CNRS, Orsay, France
- Jean Pierre Gillet – Professor, Univ. of Namur, Belgium
- Yen-an Bycession – Asst. Prof., Karolinska Inst. Stockholm, Sweden
- Kai Cheng – Supervisor, The Jackson Laboratory, US
- Mukesh Kumar – Senior Director, Amarex Clinical Research, US
- Sato Ashida – Assistant Prof., Univ of Memphis, US
- Vasiliki Ikonomidou – Asst Prof, George Mason Univ., US
- Mee-Ngan Frances Yap – Asst. Prof., St. Louis Univ., US

Myths about Science Careers in Industry

Brad Fackler, MBA
Senior Director Office of BioHealth and Life Sciences
Maryland Department of Commerce





- “It isn’t what we don’t know that gives us trouble, it’s what we know that ain’t so”
 - Will Rogers



10. Not becoming a PI = Failure

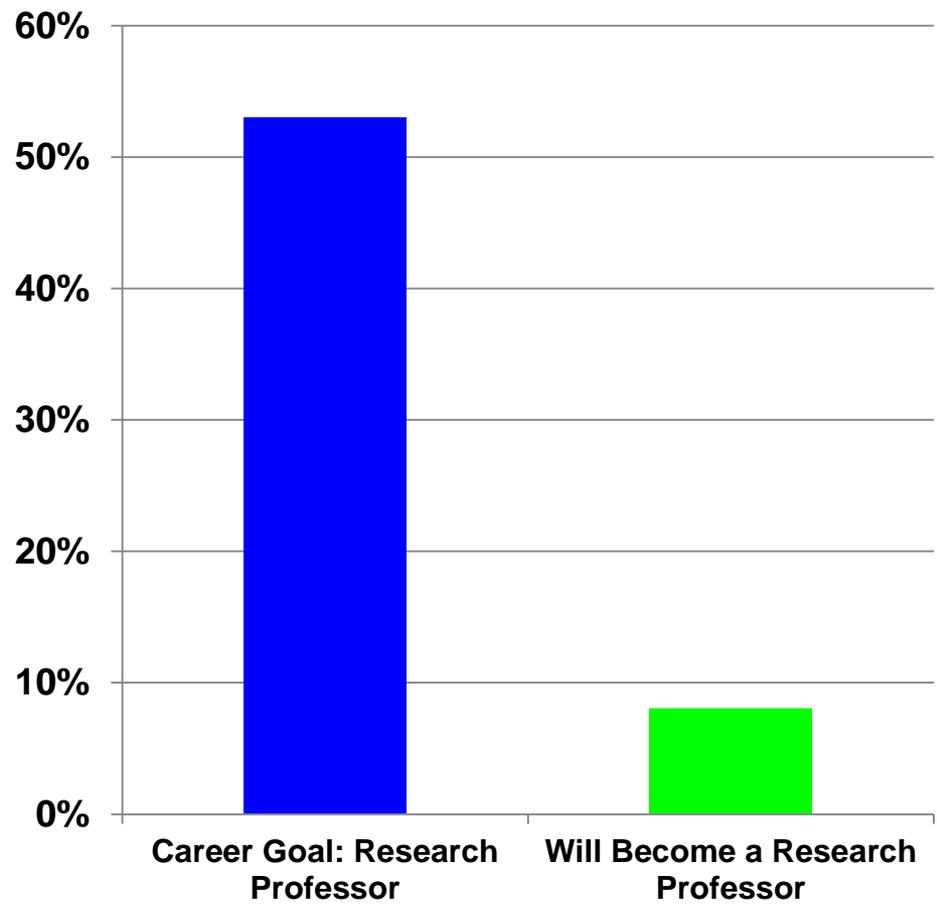
Bio Phd's, Employment*



- Tenure Track Faculty
- Non-tenure Track Academic
- Non-research Related Science Jobs
- Industry Researchers
- Non-Science Jobs
- Government Researchers

* Nature, 2011

Entering Bio PhD Students**



** Sauermann and Roach, 2012



9. I will Disappoint My PI

The environment is beginning to change

- Faculty review panels are starting to give “credit” for non-faculty career outcomes
- PI’s are starting understand the shortage of academic PI opportunities and the benefits of multiple career options for their trainees
- Always remember; it is about your career choice - not theirs
- ***Blog: “How to Talk to Your Mentor about a Career Change”***



8. I Can Never Get Back to Academia

- **In today's environment, there is growing pressure to increase the effectiveness and efficiency of product discovery and development, leading to:**

- Public - Private partnerships (PPP's)
- Industry - Academic partnerships
 - NCATS
 - Accelerating Medicines Partnership (AMP)

This has increased the flow of technology, capital and human resources among the public, private and academic sectors



7. What If I Hate It

- The choice you are making at the end of your fellowship is for “the next step in your career,” not necessarily for the rest of your life
- Successful industry experience may open doors to additional career choices, including returning to academia (see #8)
- Pursuing an industry post-doc position may take the mystery out of your decision



6. More Career Change / I'll Lose My Job

- Remember: PI jobs change too
 - Assistant - Associate - Full
- Industry offers multiple career tracts:
 - Progression into management
 - Level and salary increases within the lab
 - Transition to other company functions
- If you lose your job
 - Most often, placement services and severance are offered
 - Your industry experience facilitates your ability to land the next job
 - Location is key: most pharma and biotech companies are in clusters



5. The Work is Not as Satisfying

- If you transition from an NIH lab to an industry bench science position, you will be doing **exactly** the same things
- In industry positions, more emphasis is placed on meeting time lines and accomplishment
- Industry positions offer a collegial work environment, prioritizing team work
- I believe that in industry there is less “professional jealousy”



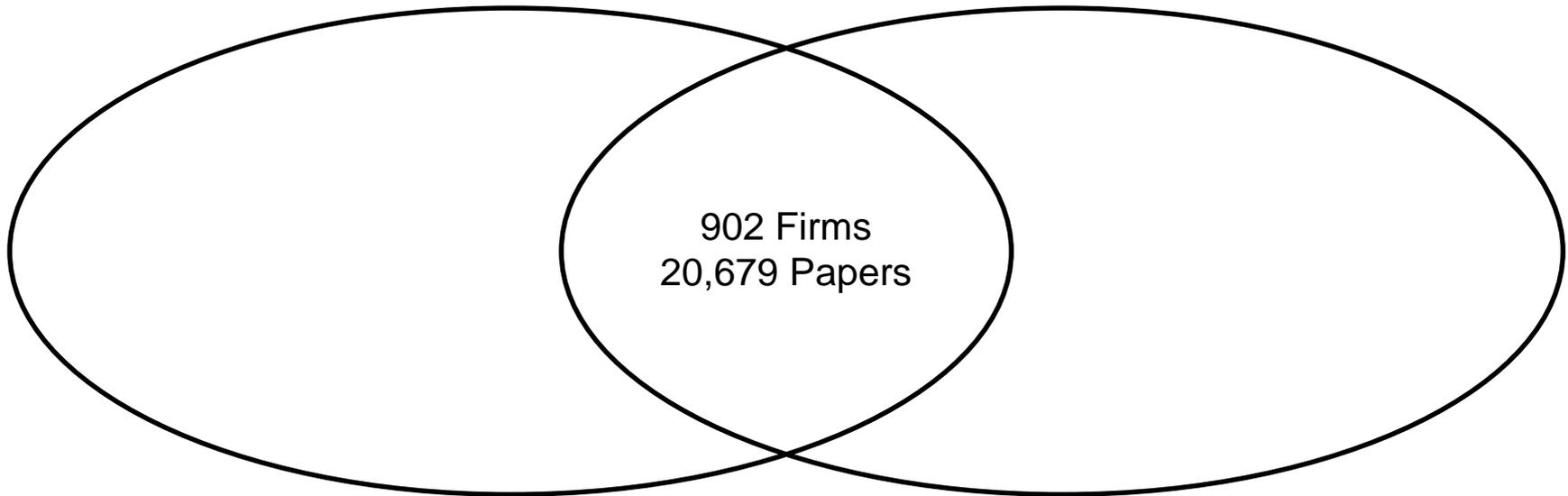
4. I Will No Longer Be Able to Publish

Science Companies

5,585 Firms
34,287 Papers

Technology Companies

6,793 Firms
29,554 Papers



Technological output of Canadian firms, 1980 - 2005

MedImmune Publications 1Q16

MedImmune Pure: **16**

MedImmune w/ Academia: **23**

MedImmune w/ other company: **5**



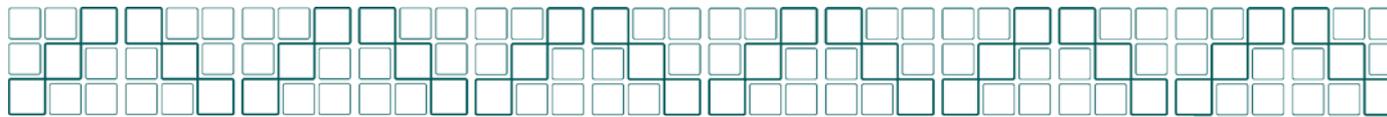
3. Industry conducts “bad” science

- **Drug therapy has virtually eliminated once common diseases like plague, polio, smallpox, tuberculosis, measles and chicken pox. The average life expectancy after a cancer diagnosis is now greater than 10 years.**
- **1915** 56.8 years, Female 52.5 years, Male
- **2015** 80.6 years, Female 75.9 years, Male



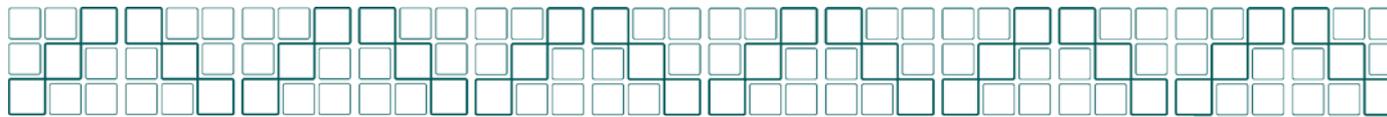
Advances Through the Decades

- 1940's Antibiotic agents Penicillin
- 1950's Psychotropic agents Thorazine
- 1960's Anti-anxiety agents Valium
- 1970's Anti-depressant agents Elavil
- 1980's GI agents /Anti-rejection agents Tagamet / Cyclosporine
- 1990's Cholesterol / Hypertension agents Lipitor / Diovan
- 2000's Targeted Cancer therapy Gleevec
- 2010's Immunotherapy Opdivo



2. I Will Have My Project “Yanked Away”

- Your projects may change, for two basic reasons:
 - Your research was successful - the compound moves on to clinical trials
 - Your project was unsuccessful - No further work is warranted
- In both of these cases:
 - You are given months advance notification for planning
 - In the vast majority of the situations, you will be moved to a project where your skills and expertise can be best leveraged
- “Your boss wants you to be scientifically engaged and happy”
- **All the industry scientists that we talked to categorically denied this! So, this seems to be a bit of urban legend.**



1. It's all About the Money

\$32,300,000,000

**Fiscal year 2016 NIH
research budget**

- Total of **extramural** (grants awarded to more than 300,000 researchers at more than 2,500 universities, medical schools, and other research institutions) and **intramural** research spending

\$35,600,000,000

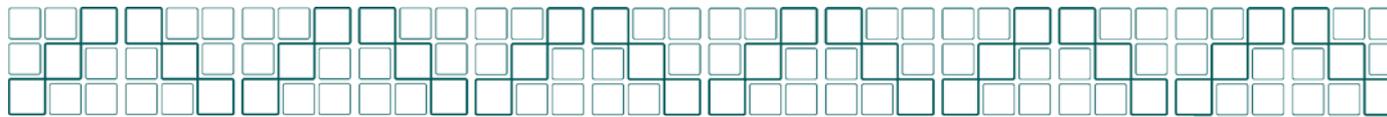
**Sum of the top four
pharma company R&D
budgets, 2015**

- Roche \$10.2B
- Novartis \$9.3B
- Merck \$8.2B
- Pfizer \$7.9B
- \$35.6B**



Top-ten myths about an industry career in science

10. Not becoming a PI = failure
9. I will disappoint my PI
8. I can never get back into academia
7. What if I hate it
6. More career change / I'll lose my job
5. The work is not as satisfying
4. I will no longer be able to publish
3. They conduct "bad" science
2. I will have my project "yanked away"
1. It is all about the money



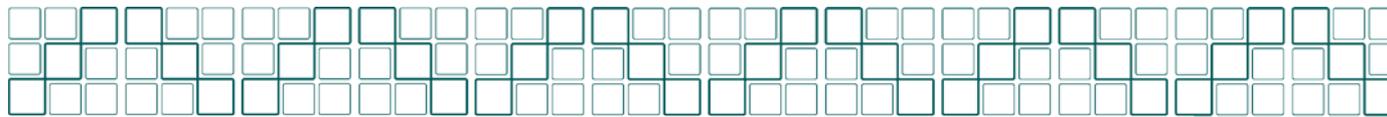
More resources

- 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

Finding a Postdoc Experience

Philip Y. Wang, Ph.D.
Deputy Director,
NIH Graduate Partnerships Program
wangph@mail.nih.gov





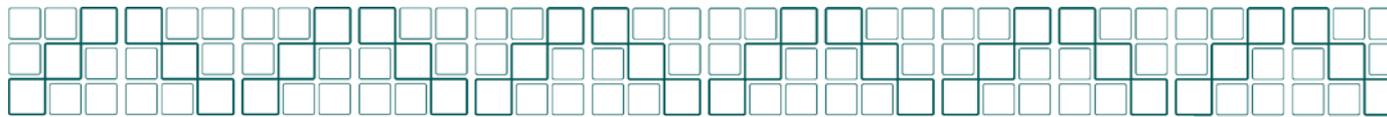
How does being a postdoc differ from being in grad school?

- More freedom in various ways
- Less structure, no classes/academic milestones
- More ability to move on (a different lab or a different path)
- *You need to ask yourself if you really need this step. That being said, a postdoc can be an amazing opportunity...*



What to look for in a postdoc opportunity

- Advisor
- Project
- The Research Group/Labmates
- Institution
- Location
- Future Career Steps



Finding the right advisor

- A leadership style that works for you
- Support your career path, no matter what that may be
- Someone who publishes (how often and where?)
- Defined and stated period of financial support
- Tenured or Tenure-track
- Project: you-defined or boss-defined, new project or direct continuation of existing project



What does an advisor expect from you?

- Independent thinking
- You will be able to lead a project
- Faster time to publication
- Ability to supervise a student other staff
- Possibly bring or acquire your own funds



The Research Group/Labmates

- Size of lab/group
- Do people generally get along and like the lab?
- Lives outside lab
- Length of postdocs
- Where do people go after their postdoc there?



What to look for in an institution

- Postdoc office or association
- Standard pay scale
- Benefits
- Good facilities



Location, location, location

- Where do you want to live?
- Family considerations
- Money



Find an additional mentor

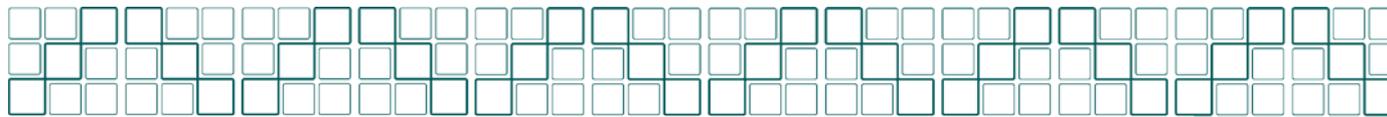
- Career
- Science

- *This does not mean have another boss!*



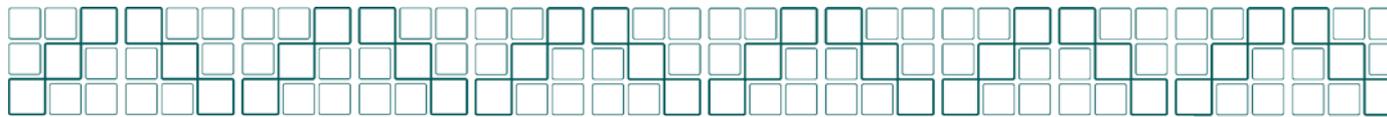
How do I find a postdoc lab?

- Publications
- Online resources
- People you meet at seminars and conferences, other scientific events, etc.
- Recommendations from colleagues, networking!



Other items to consider

- Continue in the same lab/institution?
- Will the pedigree of my advisor make me more attractive for a future job?
- Do a postdoc at an Institution I want a career at?
 - Implications for research/independent investigator paths?
 - For other scientific career paths?



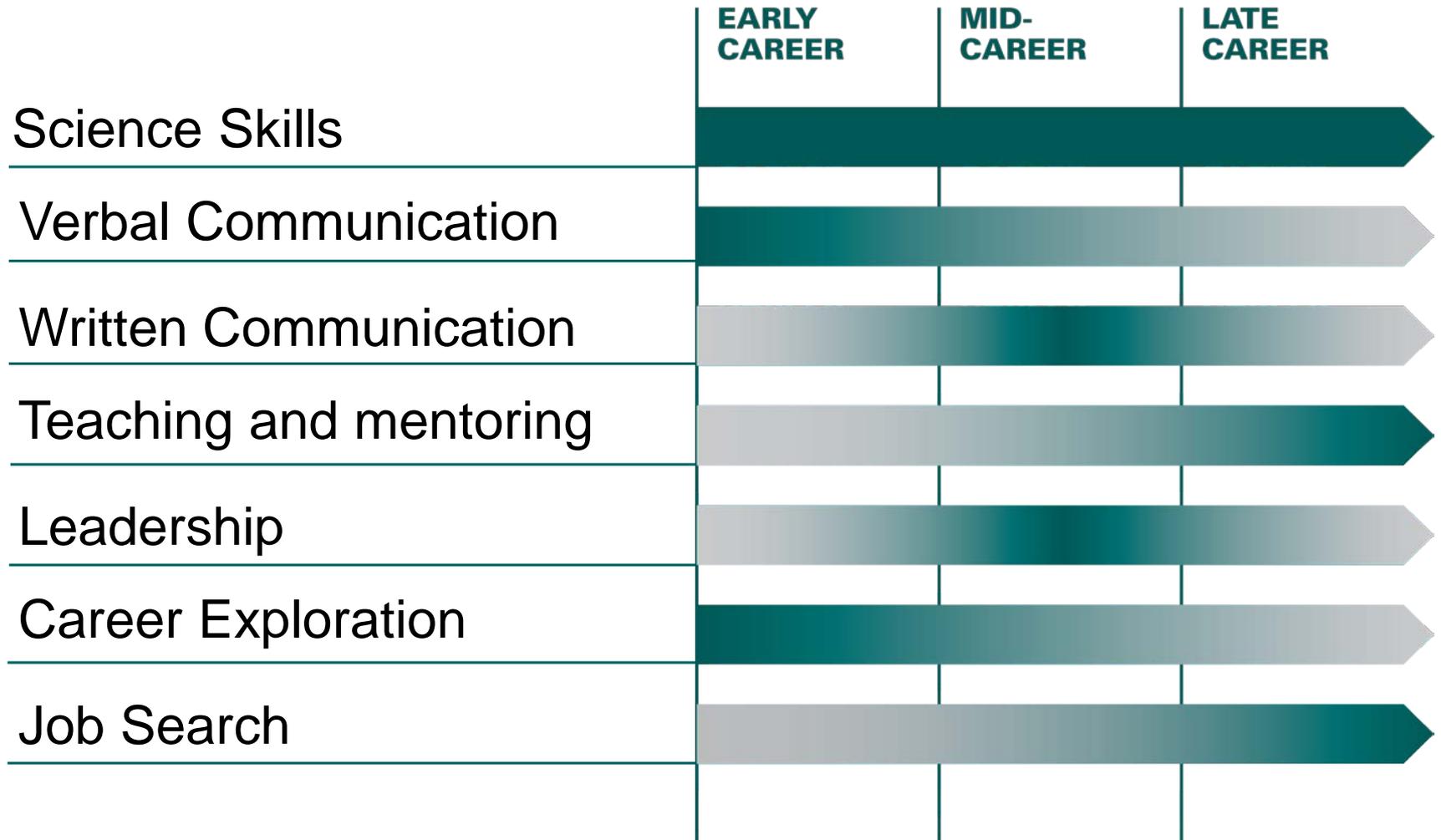
NIH Postdoctoral Programs

- Positions in basic, translational and clinical research. About 4000 postdocs at NIH!
- For US citizens and foreign nationals
- Must be within 5 yrs of receiving doctoral degree
- Standard maximum fellowship of up to 5 yrs, though potential for additional Research Fellow appointment for up to 3 more yrs
- Office of Postdoctoral Services and Career Center
- Variety of leadership and professional development opportunities

<http://www.training.nih.gov/postdoctoral/>



Planning Your Time



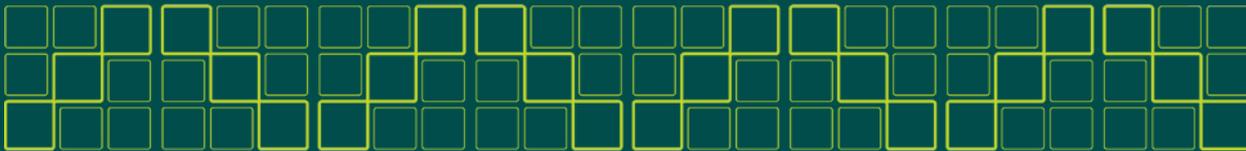


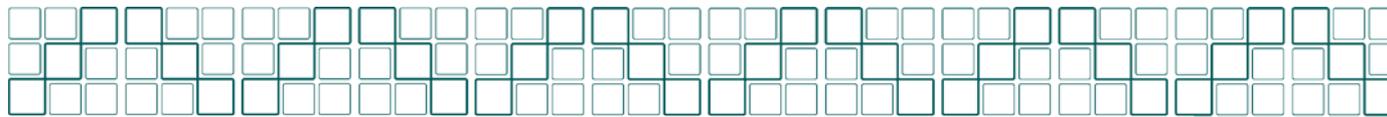
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- Watch previous OITE career workshops, including many on CVs, resumes and cover letters
- Read the OITE Careers blog:
<https://oitecareersblog.wordpress.com/>
- Follow the OITE Twitter group @NIH_OITE
- Join the OITE NIH Training Alumni database if you are/were a student or fellow here

Planning For Career Satisfaction & Success

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





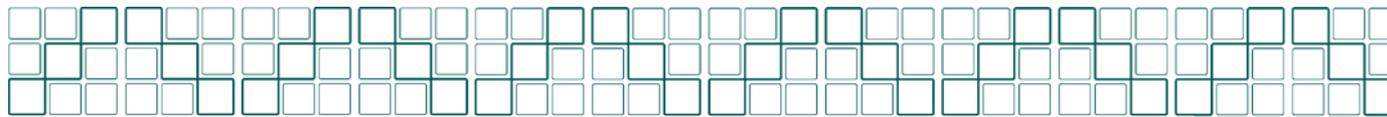
My Career Path

- Three different jobs
 - Physical Therapist, Welkind Rehabilitation Hospital (1984 – 1986)
 - Faculty, UNC-CH (1994 – 2007)
 - Director, NIH OITE (2007 – present)
- All using similar skills, but to varying degrees and in very different ways
 - Analytical and problem-solving
 - Interpersonal
 - Communication
- Each transition was difficult in the same ways
 - Was I certain I wanted the job?
 - Could I let go of what I already had?
 - Was I “good enough” to get the job, keep the job, and thrive in the job?

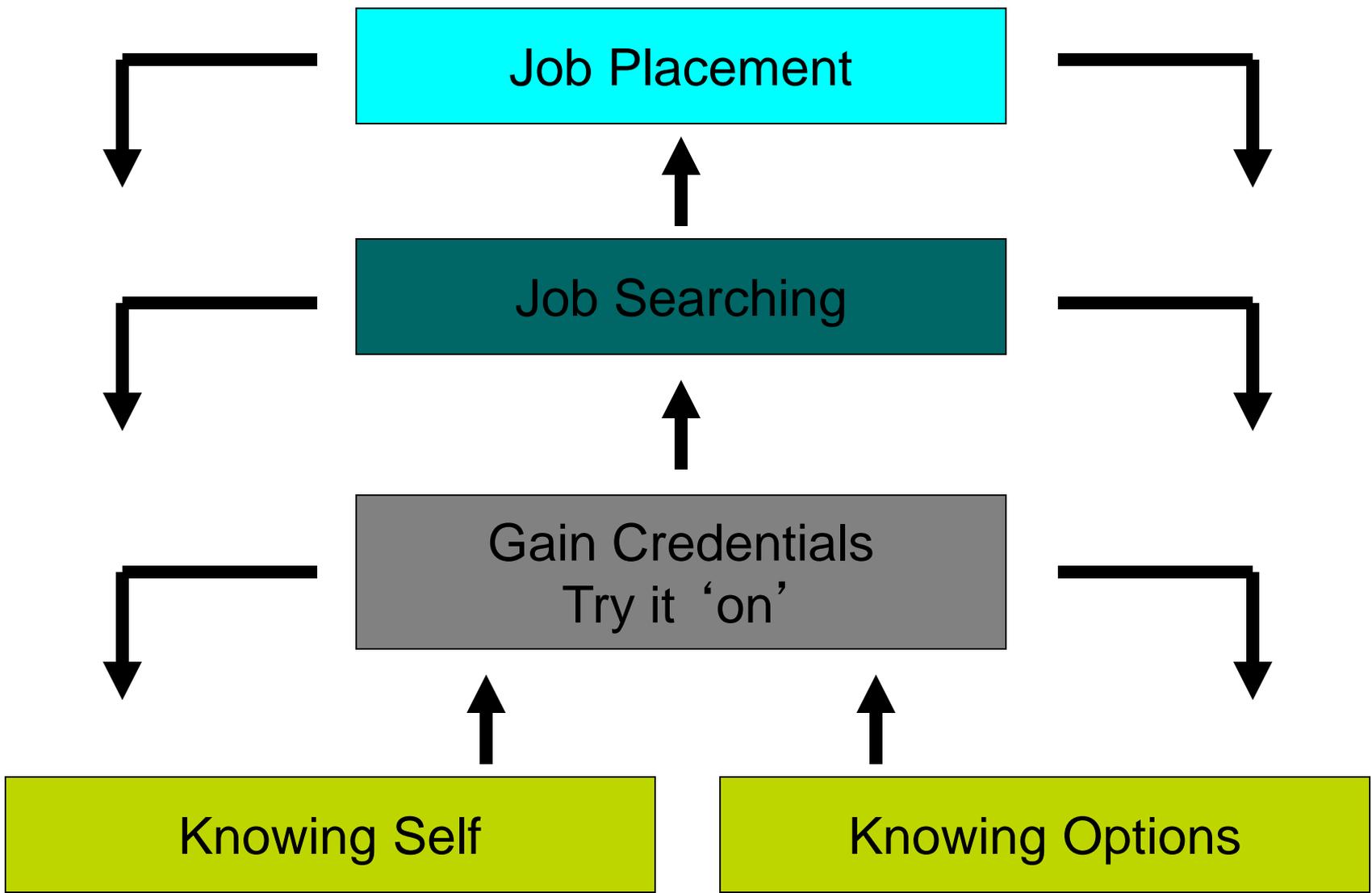


First Principles of Science Careers

- When it comes to choosing a career, one size does not fit all
- You have many options in all employment sectors
- You will likely have multiple career transitions
- You will get a job based on your research accomplishments AND your broader skill set
- Job searches are about transitions and transitions are stressful
- Mentors make a big difference, but research mentors are not always the best career mentors
- Understanding the process is the first step to success



Elements of A Job Search





Options Knowledge Means Understanding:

- The responsibilities and duties of an occupation or position
 - Specific job demands and responsibilities
 - Unspoken “rules of the trade”
- Salary, typical benefits, perks, and advancement opportunities
- Down-sides, risks, and typical de-railers
- The qualifications and experiences needed to get the job

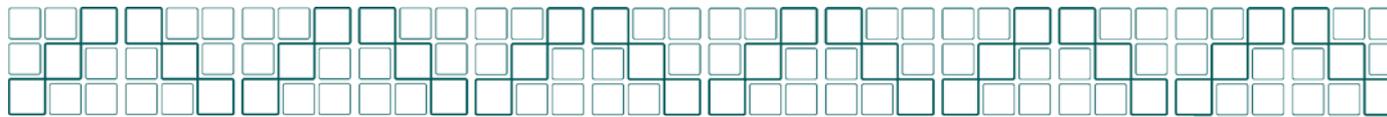


Major Categories of STEM Careers

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

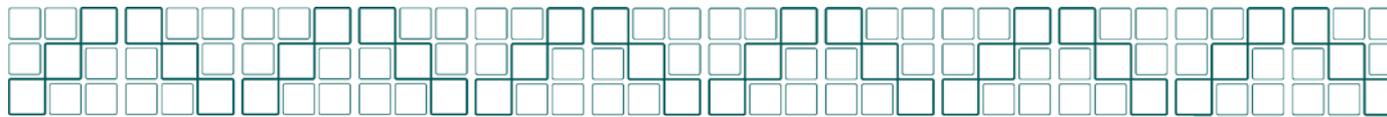


Why are we still using the word alternative
after 15+ years of discussion?



Gaining Options Knowledge

- Passive approaches
 - Read books, blogs and websites
 - Attend career workshops and panel discussions
- A more active approach
 - Network and do informational interviews



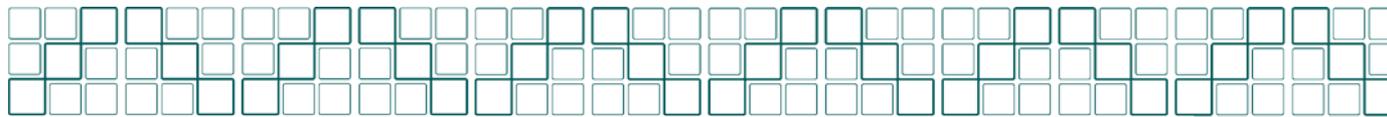
Informational Interviews

- A unique form of networking designed to collect information about a job, career field, industry, or company
- Useful before and during career transitions
- Read more: <http://oitecareersblog.wordpress.com>



What To Explore on Informational Interviews

- What the job is really like
- Critical skills for success
 - To get a job
 - To succeed in it
- Career trajectories
- Advice on how you should move forward
 - Other useful contacts, thoughts on coursework and academic needs, feedback on your experiences, CV or resume; professional societies you might explore; insights into possible positions



Finding People To Talk With

- Alumni databases
- The network of your teachers and mentors
- Attend career panels
- Join appropriate professional societies
- E-networking sites (especially Linked-In)
- Personal networks

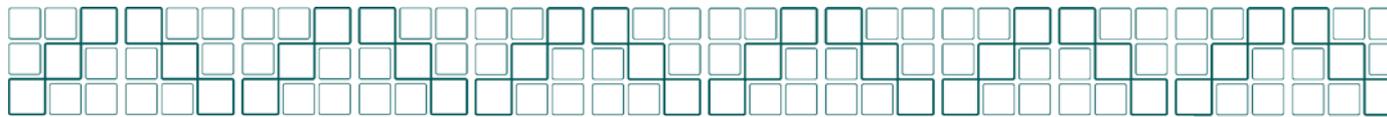


Example 1

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,



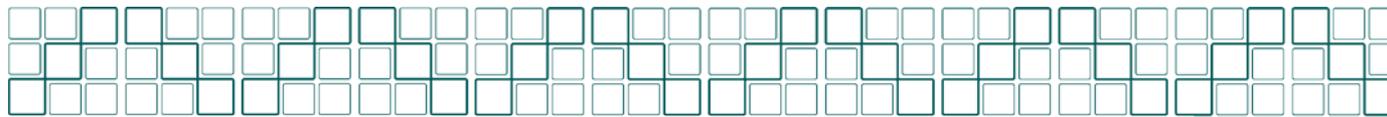
Self Knowledge Means Knowing:

- 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

- You may get some insights from books and workshops, but...
- Generally, this is an active process requiring you to look deeply at yourself
- Helpful to have guidance and support from career mentors or (career) counselors



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)



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



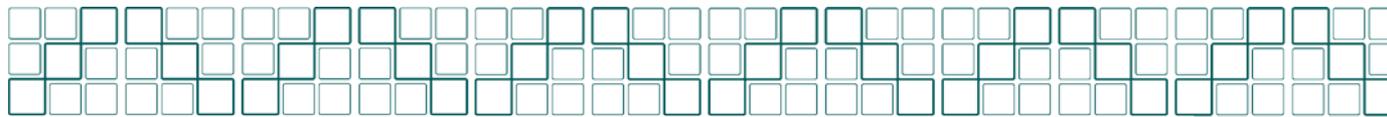
Skills You May Have

- Technical
- Analytical
- Learning
- Problem solving
- Communication
- Teaching
- Mentoring
- Project management
- Budget management
- Self management
- People management
- Leadership



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.....

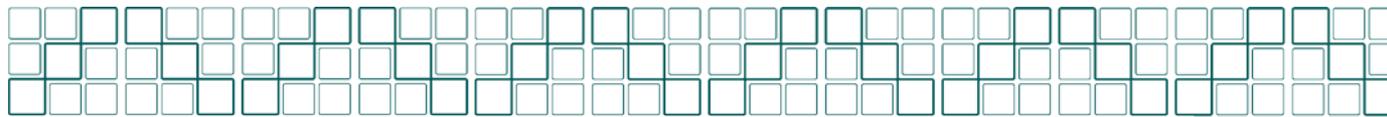
- Look at how many job requirements you have and work to identify which are **MOST IMPORTANT** to you

Identify your **TOP THREE** job requirements



We All Have Different Needs

<ul style="list-style-type: none">• Frequent dealings with the public• Variety and a changing work pace• Opportunity for global perspectives and international work• Substantial teamwork and group interaction	<ul style="list-style-type: none">• Friendships and warm working relationships• Flexibility in work schedule and structure• Opportunity for significant teaching and mentoring• Stability and predictability in my job	<ul style="list-style-type: none">• Using cutting edge or pioneering technologies• Making decisions, having power to decide courses of action• Variety and a changing work pace• High degree of intensity and competition
--	---	--



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
- Although our work needs are generally stable in the short-term, they can change substantially over time
- Some of us struggle with the idea that our needs matter



Interests

- What do we think about when we think about work?
 - Our science, in great detail and from many perspectives
 - 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
 - Important to consider what to move toward
- Sometimes, our hobbies and outside interests help inform our career decisions and sometimes not



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?



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
- Find and engage **career** mentors
- Look for opportunities on your campus, in the surrounding community and in professional societies
- Take evening/on-line courses if necessary
- Be prepared for resistance from your thesis or postdoc supervisors so you can deal with it



Getting Buy-In

- If you don't ask
- But go prepared.....
- Get advice in advance.....
- Be prepared to compromise.....
- And be creative working around any road-blocks



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



Some Themes

- It helps to cultivate an optimistic approach
- You will need to know how to ‘bounce back’ (be resilient)
- We can be our own worst enemy (negative head-tapes; feeling like an imposter)



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)
- 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



Keep In Touch

- Connect with me on Linked-In (no Facebook please)
- Join the NIH Intramural Science Linked-In group
- Attend OITE career workshops by video
- Read the OITE Careers blog
- Email me anytime at milgrams@od.nih.gov

Résumés & Cover Letters

Amanda Dumsch

Career Counselor, OITE



NATIONAL INSTITUTES OF HEALTH



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

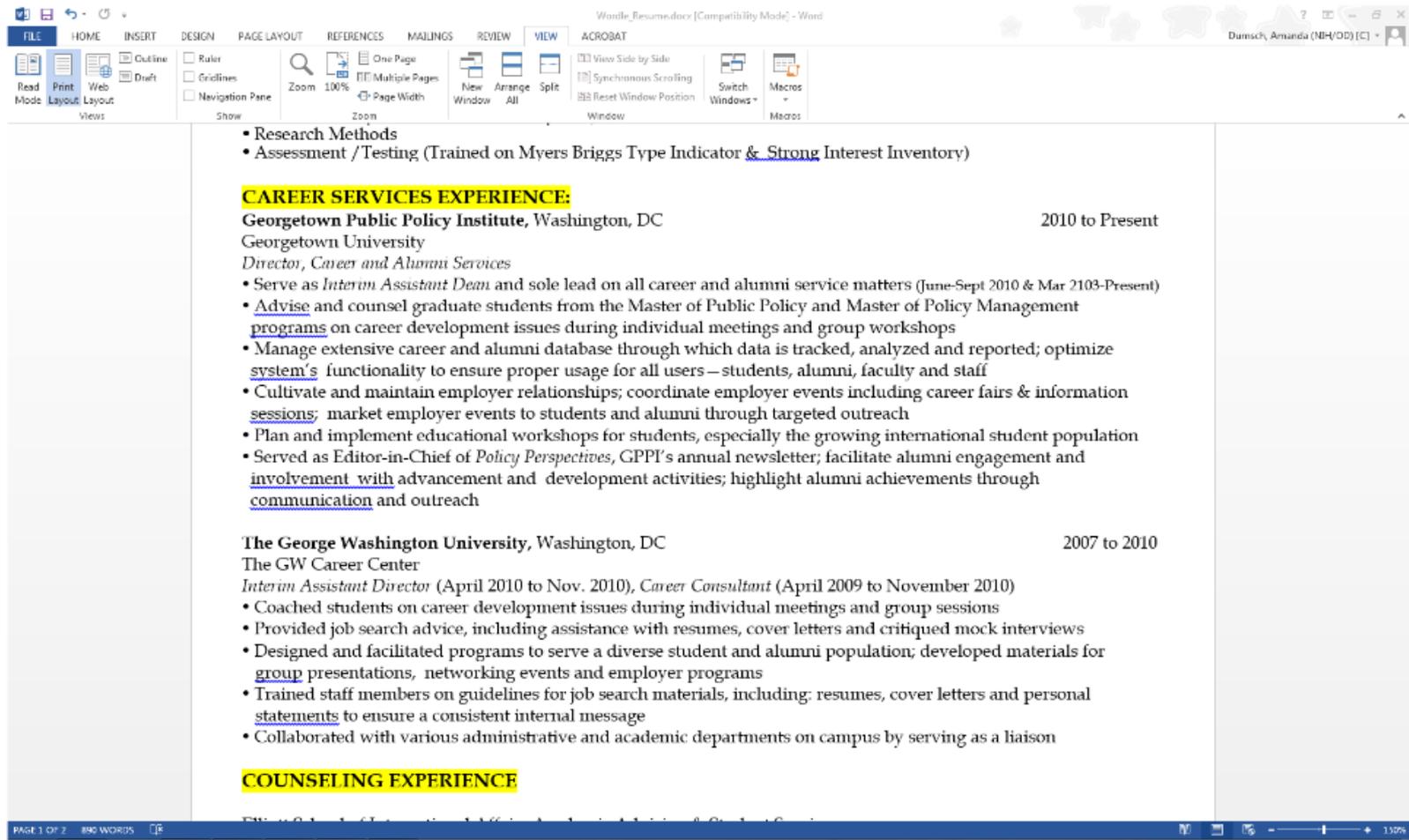
■ Page Length

- 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

Experience Section Sample



Wardle_Resumex.docx [Compatibility Mode] - Word

FILE HOME INSERT DESIGN PAGE LAYOUT REFERENCES MAILINGS REVIEW VIEW ACROBAT

Read Mode Print Layout Web Layout Draft

Outline Gridlines Navigation Pane

Zoom 100%

One Page Multiple Pages Page Width

New Window Arrange All Split

View Side by Side Synchronous Scrolling Reset Window Position Window

Switch Windows Macros

Damsch, Amanda (NH/DD) [C]

- Research Methods
- Assessment /Testing (Trained on Myers Briggs Type Indicator & Strong Interest Inventory)

CAREER SERVICES EXPERIENCE:

Georgetown Public Policy Institute, Washington, DC 2010 to Present
Georgetown University
Director, Career and Alumni Services

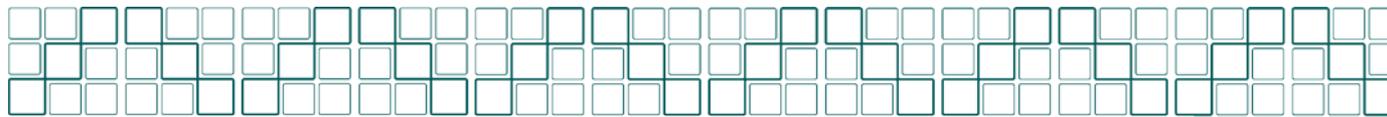
- Serve as *Interim Assistant Dean* and sole lead on all career and alumni service matters (June-Sept 2010 & Mar 2103-Present)
- Advise and counsel graduate students from the Master of Public Policy and Master of Policy Management programs on career development issues during individual meetings and group workshops
- Manage extensive career and alumni database through which data is tracked, analyzed and reported; optimize system's functionality to ensure proper usage for all users – students, alumni, faculty and staff
- Cultivate and maintain employer relationships; coordinate employer events including career fairs & information sessions; market employer events to students and alumni through targeted outreach
- Plan and implement educational workshops for students, especially the growing international student population
- Served as Editor-in-Chief of *Policy Perspectives*, GPPI's annual newsletter; facilitate alumni engagement and involvement with advancement and development activities; highlight alumni achievements through communication and outreach

The George Washington University, Washington, DC 2007 to 2010
The GW Career Center
Interim Assistant Director (April 2010 to Nov. 2010), *Career Consultant* (April 2009 to November 2010)

- Coached students on career development issues during individual meetings and group sessions
- Provided job search advice, including assistance with resumes, cover letters and critiqued mock interviews
- Designed and facilitated programs to serve a diverse student and alumni population; developed materials for group presentations, networking events and employer programs
- Trained staff members on guidelines for job search materials, including: resumes, cover letters and personal statements to ensure a consistent internal message
- Collaborated with various administrative and academic departments on campus by serving as a liaison

COUNSELING EXPERIENCE

PAGE 1 OF 7 890 WORDS 110%

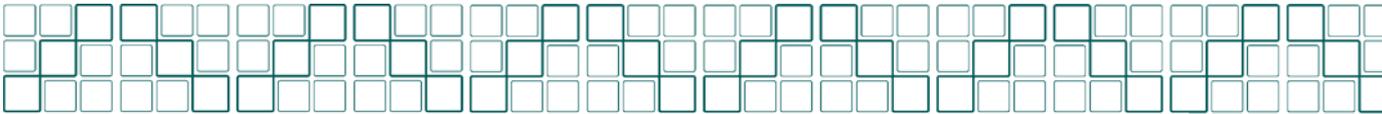


Summary/Objective Statement

- 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



Qualifications Summary

The image shows a screenshot of a web browser displaying a resume sample. The browser's address bar shows the URL: https://www.training.nih.gov/assets/Guide_to_Resumes_&_Curricula_Vitae.pdf. The page title is "Résumé Sample: Postdoc Applying to Industry". Below the title is a blue box labeled "DESIGN NOTES". The resume content includes the name "PAT RYLEE" in large bold text, followed by contact information: "123 First Street Alexandria, VA 20000" and "Tel: (123) 456-7890 Email: pr@email.com". The resume is divided into sections: "SUMMARY OF QUALIFICATIONS" with a sub-header "Biostatistician with over five years of experience in the field and expertise/skills in:" and a bulleted list of skills; "EDUCATION" with entries for "Johns Hopkins University" and "Lynchburg College". Design notes are placed around the resume: one points to the name "PAT RYLEE" with the text "Name is largest text on the page (20 points)"; another points to the section headers and body text with the text "Headers, subheads and body text are the same point size (10)"; a third points to the first header "SUMMARY OF QUALIFICATIONS" with the text "Header 1 is BOLD ALL CAPS and subheads are Bold Uppercase-lowercase and italicized"; and a fourth points to the font with the text "Typeface (font) is Times New Roman".

https://www.training.nih.gov/assets/Guide_to_Resumes_&_Curricula_Vitae.pdf

Résumé Sample: Postdoc Applying to Industry

DESIGN NOTES

PAT RYLEE

123 First Street Alexandria, VA 20000
Tel: (123) 456-7890 Email: pr@email.com

SUMMARY OF QUALIFICATIONS
Biostatistician with over five years of experience in the field and expertise/skills in:

- Leading and managing complex, high-level research projects
- Adept at demonstrating proficiency in lab techniques
- Maintain Top Secret/SCI with CI Polygraph (Active)

EDUCATION

Johns Hopkins University, Baltimore, MD
PhD, Biostatistics, May 2010
Concentration in Epidemiology
Relevant Coursework: Advanced Regression/Program Evaluation Methods, Management, Advanced Statistical Models, Comparative Biostats Processes
Thesis: *Determining High-Risk Candidates for Epidemiological Measures*

Lynchburg College, Westover Honors Program, Lynchburg, VA
Bachelor of Arts in Economics and International Relations, May 2007
Magna Cum Laude (3.71), AmeriCorps Scholarship Award
Theses: *The Impact of Futures Prices on the Net Income of the Exxon Corporation and Hate, Hegemony and*

Headers, subheads and body text are the same point size (10)

Header 1 is **BOLD ALL CAPS** and subheads are **Bold Uppercase-lowercase** and *italicized*

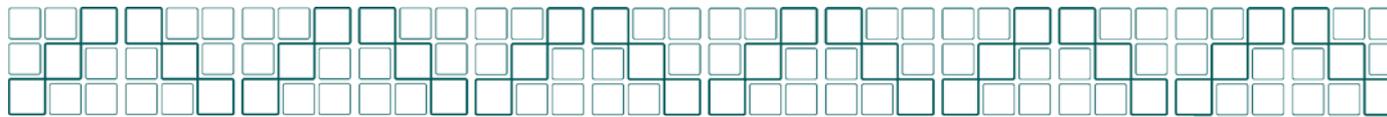
Typeface (font) is Times New Roman

Name is largest text on the page (20 points)



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



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

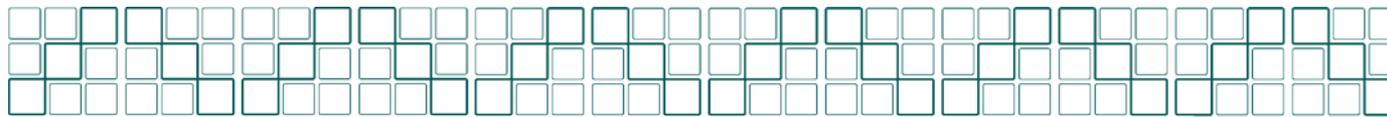
- What were my job responsibilities?
- What were my major accomplishments?
- What skills did I develop?
- What decisions did I make?
- How did I work with and motivate people?
- How can I quantify my results?
- How did I communicate in my job?
- Did I assume a leadership position?
- How did I make a 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
 - Why them? (Do your homework!)

- **Second Paragraph:**
 - Focus the second and the third paragraphs on two to three particularly relevant qualifications from the position description which highlight that you are a good match for this role.
 - Explicitly list skills, but be sure to back these up with specific examples of how you obtained these skills and when you used them.



Cover Letters, cont'd.

■ Third Paragraph:

- Continue to create your narrative for the employer by elaborating on your qualifications. Refer to examples on your resume, but don't repeat bullet points.

■ Fourth Paragraph:

- Interesting in interviewing
- Follow-up
- Thank them for their consideration



Business Letter Format

Click on Tools, Sign
Comment to access
features.

OITE Cover Letter Guide

Cover Letter Sample #2

123 First Street
Alexandria, VA 20000

March 1, 1015

Dr. Sherryl Rockefeller
Program Director
Education Nonprofit
Anytown, USA 00001

**Postdoc Applying to
Non-Bench Position**

Dear Dr. Rockefeller:

I was very excited to see the job announcement for the Program Manager at XXX Education. I learned of this opportunity from conversations at National Postdoc Association meetings. I have always been interested in away-from-the-bench careers, and have been actively searching for a way to combine my passion for science and my experience in event planning. I feel that this job offers a tremendous opportunity to make a proactive contribution to the education and career development issues concerning young scientists.

Your position advertised on the XXX web site is an excellent fit with my qualifications and experience. My background includes a successful science career and a commitment to the organization of events to educate and inform my colleagues. By coordinating a variety of programs in the past I have obtained the skills to design



Employers use a cover letter to...

- Assess your written communication (English) skills
- Get a glimpse into who you are
- Determine if you understand the organization and the needs of the organization



Useful Cover Letter Tips

- Write to a person
- Be brief but inclusive
- Avoid contractions and acronyms
- Have someone else read it before you hit send



Resources

NIH OITE YouTube Channel

https://www.youtube.com/channel/UCQQHo_QnuBxdfcsRy4INGGw

Schedule an Appointment ... x OITE YouTube - Yahoo S... x Resumes and Cover Letters... x

https://www.youtube.com/watch?v=6AN_uR0DDeo

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YouTube

Resumes & Cover Letters

Amanda Dumsch
Career Counselor OITE

Resumes and Cover Letters

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Published on Sep 8, 2015

In this video, you will get an overview of two key job search documents – résumés and cover letters. Amanda Dumsch, Career Counselor in the Office of Intramural Training & Education (OITE) at the NIH offers tips on how to create and structure each document effectively. For more information, check out the OITE's Résumé & CV Guide as well as the Guide to Cover Letters at:

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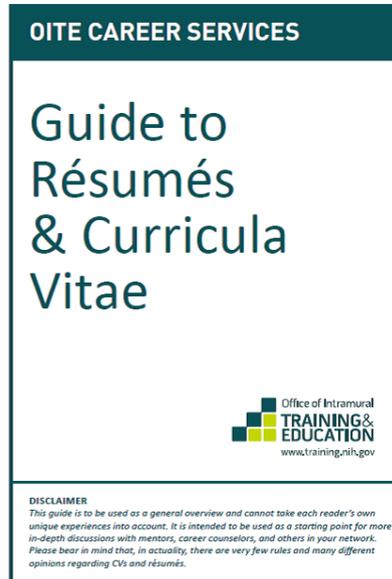
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More Resources – Two Must Read Blogs



Resume/CV/Cover Letter Guides

<https://oitecareersblog.wordpress.com/2014/11/07/guide-to-resumes-and-curricula-vitae/>

<https://oitecareersblog.wordpress.com/2015/09/14/guide-to-cover-letters/>

What Are My Transferable Skills?

<https://oitecareersblog.wordpress.com/2015/03/23/what-are-my-transferable-skills-3/>



Keep In Touch

- Connect with me on Linked-In (no Facebook please)
- Join the NIH Intramural Science Linked-In group
- Attend OITE career workshops by video
- Read the OITE Careers blog
- Email me amanda.dumsch@nih.gov