Interviewing Skills

Anne Kirchgessner
Office of Intramural Training and Education
Career Counselor
The Interview is a Two-way Street

- Interviewers want to learn about your skills and experience to decide if you are a fit for the position.
- You can learn 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 and interview format
3. Preparing your answers
4. Practicing your interview responses
Researching the Job and Company

- Employer’s website
- Network – use LinkedIn, professional and alumni networks
- Library resources
- Current employees
- Other professionals in the field
Understand Interview Formats

- One to one
- Panel
- Telephone
- Skype
- Video
Prepare for 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)?
- Strengths/Weaknesses?
Sample Behavioral Questions

- Describe a time when you had difficulty working with a supervisor or co-worker in the past?
- Give me an example of a time when you sold your supervisor on an idea?
- Describe a project team in which you played a key role?
- 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**.
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
Coping with Stress

Prepare and Breathe

- [http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html](http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html)

- Seek support from friends, family, advisors

- University counseling center
Practicing for the Interview

- Mock interview with career counselor (if you are an NIH trainee)
- Practice with a mentor, colleague or friend
- Practice your answers aloud by yourself
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

- Not at NIH, visit your university Career Center, watch
  https://www.training.nih.gov/oite_videocasts
Interviewing Articles

- https://www.training.nih.gov/assets/Preparing_for_Academic_Interviews_Handout.pdf
- http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/1999_02_12/noDOI.823249973844858327
More Resources

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

- http://www.training.nih.gov/
- 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 basic classifications
  - 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 Sub-classifications

- 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

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

Public; Level = 4-year or above; Enrollment = 37,565
### US Postsecondary Institutions

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

Carnegie Classification: 2015 Update
* Includes medical and other professional schools
## How Many Full-time Faculty Jobs are There (Fall 2013)

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Total Full-time Faculty</th>
<th>Professors</th>
<th>% of Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Institutions</td>
<td>703,150</td>
<td>496,535</td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td>303,618</td>
<td>245,763</td>
<td>49.5%</td>
</tr>
<tr>
<td>Master’s</td>
<td>150,802</td>
<td>122,897</td>
<td>24.8%</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>65,390</td>
<td>52,831</td>
<td>10.6%</td>
</tr>
<tr>
<td>Associate’s</td>
<td>133,306</td>
<td>45,476</td>
<td>9.2%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>35,976</td>
<td>29,568</td>
<td>6.0%</td>
</tr>
</tbody>
</table>
What About Jobs in Medical Schools?

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Basic Science Departments</th>
<th>Clinical Departments</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD*</td>
<td>14,444</td>
<td>20,191</td>
<td>34,635</td>
</tr>
<tr>
<td>MD/PhD</td>
<td>1,500</td>
<td>9.790</td>
<td>11,290</td>
</tr>
<tr>
<td>MD</td>
<td>1,953</td>
<td>102,782</td>
<td>104,735</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17,897</td>
<td>132,763</td>
<td>150,660</td>
</tr>
</tbody>
</table>

AAMC Faculty Roster: U.S. Med School Faculty Trends, Dec 2015
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
  - Tribal Colleges
<table>
<thead>
<tr>
<th>Research</th>
<th>Teaching</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing grants, manuscripts</td>
<td>Advising students</td>
<td>Committee work</td>
</tr>
<tr>
<td>Getting grants and publishing</td>
<td>Holding office hours</td>
<td>Faculty governance</td>
</tr>
<tr>
<td>Attending professional meetings</td>
<td></td>
<td>Recruiting</td>
</tr>
<tr>
<td>Supervising postdocs, graduate students</td>
<td></td>
<td>Advising student organizations/clubs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experiential learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community outreach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Living/dining in residence halls</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agricultural extension service</td>
</tr>
</tbody>
</table>
Non-Research Intensive Institutions

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Research Expectations</th>
<th>Teaching Load (courses/semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small PhD Granting</td>
<td>Grants + Publications</td>
<td>2</td>
</tr>
<tr>
<td>Master’s</td>
<td>Grant Attempts + Publications</td>
<td>3</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>Publications</td>
<td>4</td>
</tr>
<tr>
<td>Community College</td>
<td>None</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: Larry Wimmers, PhD, Towson University
# Average Salaries (9 month)

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Full Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral institutions</td>
<td>$141,476</td>
<td>$99,820</td>
<td>$87,043</td>
</tr>
<tr>
<td>Master’s institutions</td>
<td>$98,906</td>
<td>$79,458</td>
<td>$69,553</td>
</tr>
<tr>
<td>Baccalaureate colleges</td>
<td>$90,879</td>
<td>$73,387</td>
<td>$63,616</td>
</tr>
<tr>
<td>2-year colleges</td>
<td>$85,233</td>
<td>$70,403</td>
<td>$60,728</td>
</tr>
</tbody>
</table>

# Salaries are for 2016-17; sources: Chronicle of Higher Education; AAUP
## Average Salaries# (12 month)

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

# Salaries are for 2014-15; source: AAMC Report on Medical School Faculty Salaries, 2014-15
Part-time Salaries (2016-17)

- Average from a single employer: $21,453
- Doctoral institution average: $29,787
- Master’s and Baccalaureate average: ~$21,000

- Median pay for a 3-credit course: $6,622
- Range: $3,677 to $10,800 (discipline-dependent)

AAUP Faculty Salary Survey, 2016-17
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

AAUP Annual Report on the Economic Status of the Profession, 2015-16
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/
- *Education and Employment of Biological and Medical Scientists 2015*, FASEB Powerpoint (you can find it via Google)
- AAMC Faculty Roster Reports: https://www.aamc.org/data/facultyroster/reports/
Resources

- Academic Career Readiness Assessment Framework, UCSF Office of Career & Professional Development: https://career.ucsf.edu/ACRA
- *Chronicle of Higher Education* faculty salary data: https://data.chronicle.com/
- AAMC data and reports: https://www.aamc.org/data
Keep in Touch!

sokolovp@mail.nih.gov
## Towson University

<table>
<thead>
<tr>
<th>Classification</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td>Master’s Colleges &amp; Universities: Larger Programs</td>
</tr>
<tr>
<td>Undergrad Instructional Program</td>
<td>Balanced arts &amp; sciences/professions, high graduate coexistence</td>
</tr>
<tr>
<td>Graduate Instructional Program</td>
<td>Research Doctoral: STEM-dominant*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Profile</th>
<th>Very high undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Profile</td>
<td>Four-year, full-time, selective, higher transfer-in</td>
</tr>
<tr>
<td>Size and Setting</td>
<td>Four-year, large, primarily residential</td>
</tr>
</tbody>
</table>

Enrollment = 22,285; public
## University of Richmond

<table>
<thead>
<tr>
<th>Classification</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td>Baccalaureate College; A &amp; S Focus</td>
</tr>
<tr>
<td>Undergrad Instructional Program</td>
<td>Arts &amp; Sciences plus professions, some graduate coexistence</td>
</tr>
<tr>
<td>Graduate Instructional Program</td>
<td>Postbaccalaureate: Other-dominant with Arts &amp; Sciences*</td>
</tr>
<tr>
<td>Enrollment Profile</td>
<td>High undergraduate</td>
</tr>
<tr>
<td>Undergrad Profile</td>
<td>Four-year, full-time, more selective, lower transfer in</td>
</tr>
<tr>
<td>Size and Setting</td>
<td>Four year, medium, highly residential</td>
</tr>
</tbody>
</table>

Enrollment = 4,182; private, not-for-profit
Myths and Misconceptions About *Networking* That Can Hinder You

Shauna Clark, PhD
Director, NIH Academy
What is Networking?

According to Merriam-Webster networking is simply the exchange of information or services among individuals, groups, or institutions: specifically: the cultivation of productive relationships for employment or business.
9 Myths/Misconceptions About Networking

1. It feels sleazy/selfish
2. I’m too junior
3. I am an introvert/shy
4. I already know everyone in my group/office
5. I don’t have time
6. I’m just not good at networking
7. My work speaks for itself- I don’t need to network
8. I already have a job
9. It should be a quick endeavor
10. I don’t have the proper tools to network
Greatest Networking Event Ever!

So what do you do? And how can I exploit it for my own selfish advancement?
1. Networking Feels Sleazy/Selfish

- Study by Casciaro, Gino, and Kouchaki suggests that professional networking is so distasteful that it makes people feel morally and physically dirty
  - 306 participants
  - Write about social or professional networking
    - W__H, S H__ E R, and S__ P
- Try altering your perspective
  - Networking is a mutual endeavor
  - Think about what you have to offer and not just what you can gain
2. I’m Too Junior

- Remember that everyone has something to offer
- Mentors not only like giving back but often feel personal satisfaction with the success of mentees
- Do not discount peer networking
3. I Am An Introvert/Shy

- Introversion and shyness are not the same!
  - Both introverts and extraverts can be shy.
  - Introversion simply means that you feel energized by time alone.
  - Shy is defined as a feeling of apprehension, awkwardness, or discomfort when around others (especially unfamiliar people) despite wanting to connect.

- Start networking with people you know to help overcome these feelings.
- Arrive early at events – may be less overwhelming
4. I Already Know Everyone In My Group/Office

- Networking offers new insights and perspectives

- Start here!
  - Speakers and panelists
  - Hundreds of people here who know all sorts of things and people that you don’t know.
5. I Don’t Have Time

- Networking is so important that it is definitely worth carving out time to do it well.
- Use everyday situations in your life to meet and connect with people
  - Offer to have coffee with the new person in your branch
  - Join a study group for a course you’re taking
  - Chat with the other parents at your daughter’s softball game
6. I’m Just Not Good At Networking

- Networking involves skills that can be learned, practiced, and honed

- Carol Dweck is a psychologist at Stanford and author of “Mindset: The New Psychology of Success”
  - Mindset can foster learning or hinder progress
7. My Work Speaks For Itself- I Don’t Need to Network

- Of course your work is awesome but networking is an opportunity for you to learn, grow, and develop.

- Securing a new position is more than your publication record

8. I Already Have a Job

- Helps with Innovation
- Lead to new collaborations
- May be fruitful later
- You could be the missing link for someone else!
9. I’ve Been Networking Like Crazy for a Month and Nothing Has Changed

- Building relationships takes time and effort

- Not all of your network relationships require the same amount of time. Some will require a considerable investment of time and energy while others may be fleeting and only require follow up every so often
10. I Don’t Have the Tools to Network

- **Elevator Pitch**
  - Brief 30 sec speech that summarizes 3 things
    - Who you are
    - What you do
    - What you’re looking for
  - Use anytime

- **Informational Interviews**
  - Help gain insider information
  - Are NOT a way to ask for a job

- LinkedIn
A Little More About LinkedIn

- 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
References

- Why So Many People Resist Networking and Miss Out, Ivan Misner
- How To Network Without Feeling Dirty, Amy Morin
- The Mind-Blowing Reason Behind How The Best Employees Find Jobs, Lou Adler
- Learn To Love Networking, Casciaro, Gino, & Kouchaki
- Five Misconceptions About Networking, Herminia Ibarra
- Mindset: The New Psychology of Success, Carol S. Dweck
Additional Resources

- *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*
- *Networking for Nerds*, Alaina G. Levine
Even 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 clarkshauna@mail.nih.gov
Stress Management for Scientists: *Tuning In & Taking Care*

Michael J. Sheridan, PhD
Special Advisor for Diversity & Wellness Programs
NIH Office of Intramural Training & Education
The Myth of Work-Life Balance

The Reality: Life-Work Integration

(See Handout #1)
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**.

(See Handout #2)
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)

(See Handout #3)
Responding vs. Reacting to Stress
~ Key Tools ~

- **Self-Awareness/Mindfulness** (paying attention vs. ignoring stress signals and 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-a-the
  - 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](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 the 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-Care Assessment
(Handout #4)

Self-Care Plan
(Handout #5)
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

- Neff’s Self-Compassion Website: [http://self-compassion.org](http://self-compassion.org)
- Free Online Mindfulness-Based Stress Reduction Program: [http://palousemindfulness.com/selfguidedMBSR_ataglance.html](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/caredit.a0900059](http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2009_05_08/caredit.a0900059)
OITE Resources

Upcoming Wellness Workshop ~ “Tune In & Take Care” (Thursday, May 24th, 10:00 a.m. – 12:00 p.m., Bldg. 35, Rm. 610)

Drop-in Mindfulness Meditation Group (every Tuesday at Noon and every Thursday at 5:00 p.m. - Bldg. 10, Rm. 1N263)
NIH Stadtman Faculty Search-2018

Roland A. Owens, Ph.D.
Director of Research Workforce Development
Office of Intramural Research, OD
E-mail: owensrol@mail.nih.gov
The NIH Tenure-Track

• Up to seven years (nine years for clinical and epidemiology investigators) of independent resources to establish your record as an independent scientist before being evaluated for tenure

• Equivalent to an Assistant Professor in a university, except no teaching and no grant writing required

• Government retirement plan and health benefits.


• Approximately 20-30 T-T hires per year across NIH

[https://oir.nih.gov/sourcebook/tenure-nih-intramural-research-program/tenure-track-overview](https://oir.nih.gov/sourcebook/tenure-nih-intramural-research-program/tenure-track-overview)
NIH Intramural is all over the Country

- Bethesda, Rockville, Gaithersburg, Frederick and Baltimore, MD
- Hamilton, MT
- Phoenix; AZ
- Research Triangle Park (Raleigh/Durham), NC
- Detroit, MI
- Framingham, Mass.
Earl Stadtman Search Mission

• To provide our Scientific Directors with a diverse group of highly qualified candidates who they may want to hire into tenure-track positions in the NIH Intramural Research Program (IRP)

• Annual search open to all biomedical and behavioral researchers interested in NIH Intramural tenure-track positions

• A chance to present your best ideas, rather than trying to force-fit them to a specific ad
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.
Proposed 2018-2019 Timeline-Part 1

- August 1, 2018-Application website goes live
- Sept. 30, 2018-Application closing date
- Applications include:
  - CV with bibliography (including mentoring/outreach)
  - Three-page proposal titled Research Goals
  - One-page statement titled Long-term Research Vision and Impact (e.g. why should U.S. taxpayers invest in your research)
  - Three letters of recommendation
- Applicants select two scientific areas for evaluation
- Letters of rec accepted until Oct. 7
<table>
<thead>
<tr>
<th>Category*</th>
<th>App#</th>
<th>Category</th>
<th>App#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Engineering/Biophysics/Physics</td>
<td>57</td>
<td>Microbiology/Infectious diseases (non-viral)</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Molecular and Cellular Neuroscience</td>
<td>60</td>
</tr>
<tr>
<td>Cancer Biology</td>
<td>80</td>
<td>Molecular Biology/Biochemistry</td>
<td>67</td>
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<tr>
<td>Cell Biology/Cell Signaling</td>
<td>75</td>
<td>Molecular Pharmacology/Toxicology</td>
<td>23</td>
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<tr>
<td>Chemistry/Chemical Biology</td>
<td>23</td>
<td>Neurodevelopment</td>
<td>20</td>
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<tr>
<td>Chromosome Biology/Epigenetics/Transcription</td>
<td>43</td>
<td>Physiology and Systems Biology</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td>RNA Biology</td>
<td>45</td>
</tr>
<tr>
<td>Computational Biology/Bioinformatics/Biostatistics/Mathematics</td>
<td>36</td>
<td>Social and Behavioral Sciences</td>
<td>17</td>
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<tr>
<td>Developmental Biology</td>
<td>33</td>
<td>Stem Cells/Induced Pluripotent Stem Cells</td>
<td>24</td>
</tr>
<tr>
<td>Epidemiology/Population Sciences</td>
<td>14</td>
<td>Structural Biology</td>
<td>16</td>
</tr>
<tr>
<td>Genetics/Genomics</td>
<td>49</td>
<td>Synapses and Circuits</td>
<td>38</td>
</tr>
<tr>
<td>Health Disparities</td>
<td>8</td>
<td>Systems and Cognitive Neuroscience</td>
<td>31</td>
</tr>
<tr>
<td>Immunology</td>
<td>64</td>
<td>Virology</td>
<td>21</td>
</tr>
</tbody>
</table>

*Applicants could select two sub-committees for evaluation
Proposed 2018-2019 Timeline-Part 2

• Review of applicants by sub-committees to generate top 25% in each area to be forwarded to Scientific Directors

• December-March: 50-80 candidates selected by NIH Scientific Directors for interviews with interested Institutes and Centers

• Usually another 2 years before complete list of hires is known
Most ICs Have Hired Earl Stadtman Investigators  
(Onboard as of April 30, 2018)

<table>
<thead>
<tr>
<th>IC</th>
<th>Number of Investigators</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCCIH</td>
<td>1</td>
</tr>
<tr>
<td>NCI/CCR (23), NCI/DCEG (9)</td>
<td>32</td>
</tr>
<tr>
<td>NEI</td>
<td>2</td>
</tr>
<tr>
<td>NHGRI</td>
<td>1</td>
</tr>
<tr>
<td>NHLBI</td>
<td>7</td>
</tr>
<tr>
<td>NIA</td>
<td>2</td>
</tr>
<tr>
<td>NIAID (7), NIAID/VRC (1)</td>
<td>8</td>
</tr>
<tr>
<td>NIAMS</td>
<td>1</td>
</tr>
<tr>
<td>NIBIB</td>
<td>2</td>
</tr>
<tr>
<td>NICHD (3), NICHD/DIPR (2)</td>
<td>5</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

*Two other investigators have secondary appointments in NIMHD

Total= 76
2009 (First Year)
833 Applicants
25 Interviewed
8 Hired

Disciplines Represented:
Cell Biology
Epidemiology
Genetics
Neuroscience
Pharmacology
Stem Cells
Systems Biology

2010 (Second Year)
563 Applicants
81 Interviewed
9 Hired

Disciplines Represented:
Behavioral Science
Cancer Biology
Cell Biology/Cell Signaling
Genetics
Computational Biology
Immunology
Molecular Biology/Biochemistry
Neuroscience
Stem Cells
Virology

2011 (Third Year)
405 Applicants
80 Interviewed
11 Hired

Disciplines Represented:
Cancer Biology
Cell Biology/Cell Signaling
Chemistry
Chromosome Biology
Computational Biology
Developmental Biology
Epidemiology
Genetics
Immunology
Neuroscience
Stem Cells
Structural Biology
2012  
(Fourth Year) 
648 Applicants 
88 Interviewed 
10 Hired 

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

2013  
(Fifth Year) 
766 Applicants 
96 Interviewed 
7 Hired 

Disciplines Represented: 
Cancer Biology 
Epidemiology 
Genetics 
Health Disparities 
Immunology 
Microbiology/Infectious Diseases 
Molecular Biology/Biochemistry 
Structural Biology 
Virology 

2014  
(Sixth Year) 
745 Applicants 
92 Interviewed 
8 Hired 

Disciplines Represented: 
Biomedical Engineering 
Biophysics/Physics 
Chromosome Biology/Epigenetics 
Computational Biology 
Developmental Biology 
Epidemiology 
Genetics 
Health Disparities 
Immunology 
Molecular Biology/Biochemistry 
Neuroscience 
Structural Biology 
Systems Biology 
Virology
2015
(Seventh Year)
521 Applicants
60 Interviewed
15 Hired

Disciplines Represented:
- Biomedical Engineering
- Biophysics/Physics
- Cancer Biology
- Cell Biology
- Chromosome Biology/Epigenetics
- Developmental Biology
- Epidemiology
- Genetics
- Health Disparities
- Immunology
- Molecular Biology/Biochemistry
- Neuroscience
- Social/Behavioral Sciences
- Stem Cells
- Structural Biology
- Systems Biology

2016
(Eighth Year)
567
59 Interviewed
8 Hired*

Disciplines Represented:
- Cancer Biology
- Cell Biology
- Developmental Biology
- Epidemiology
- Genetics
- Immunology
- Microbiology/Infectious Diseases
- Molecular Biology/Biochemistry
- Physiology/Systems Biology
- Virology

2017
(Ninth Year)
491 Applicants
52 Interviewed
11 Approved Offers*

Disciplines Represented:
- Biomedical Engineering
- Biophysics/Physics
- Chromosome Biology/Epigenetics
- Developmental Biology
- Epidemiology
- Genetics
- Physiology/Systems Biology
- Virology

*Additional Candidates in the pipeline
Internal and External Candidates Have Competed Effectively in the Earl Stadtman Search

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hired from Same IC</td>
<td>24</td>
<td>31.6%</td>
</tr>
<tr>
<td>Hired from different IC</td>
<td>11</td>
<td>14.5%</td>
</tr>
<tr>
<td>Hired from Outside NIH</td>
<td>41</td>
<td>53.9%</td>
</tr>
</tbody>
</table>

As of April 30, 2018
N=76
Additional Clarification

• Only the NIH Office of Human Resources can make an official offer of employment. Do not make any irreversible moves (e.g. selling a house, resigning from a job, signing a lease) until you receive an official offer letter from OHR.
Tangible Factors Considered Include

- Publication Record
- The quality and innovation shown in previous work and research plan
- Your ability to describe your work in writing (proofread carefully) and orally (practice your talks)
- Potential impact on public health
- Do you complement existing expertise?
- Leadership/mentoring/outreach activities
- For clinicians, board certifications
- Previous competitive research support (e.g. fellowships) or other special recognition
Publication Record

• Usually need first-author publications (may vary with field) in the #1 or #2 field-specific journals or other high quality, peer-reviewed journals.

• Publications do not have to be in “one-word journals”
• We like to see publications from at least two different research environments (e.g. grad school and postdoc)
Things to Include in Your Research Plan or Vision Statement

• Background on the problem(s) you wish to study

• Why it is an important problem

• Details on what approaches and methods you would use to move your field forward in the short term (about 5 years)

• What are the key experiments that have to be done first and why

• Advantages of your approach to the problem

• Tools or skills you have that give you an advantage in tackling this problem
Things to Include in Your Research Plan or Vision Statement (cont.)

• What is your vision for your future research and its potential impact

• Potential impact on public health and/or our general understanding of biology

• Can you connect the dots between your research and the treatment of a disease 20 years from now

• Can you anticipate the next steps if you achieve your immediate research goals
Things to Include in Your Research Plan or Vision Statement (cont.)

• What hypotheses drive your experimental designs?

• Will your experiments help to form or eliminate models of how a biological process, disease or behavior occurs?

• Will your experiments identify intervention points?
Focus

- Multiple projects must appear to be tied together in a logical fashion.

- The number of projects should be appropriate for your projected group size and resources (3-4 persons).

- Your goal is to become a world leader in at least one specific area.

- If your area is technology development, be sure to apply this to an important biological problem.
Less Tangible Factors Considered Include

• Letters of Recommendation

• Reputation of labs/institutions where you have worked

• Can you make use of the special environment at NIH?
Letters of Recommendation

• Want people familiar with you as a scientist (your lab PIs are best)

• Need 3 letters

• Internationally-respected active researchers best

• Show them the job ad and your cv, and be sure they think you are highly qualified

• Double check with recruiter to be sure letters arrived
An Ideal Letter Says

• “S/he is best student/postdoc I have ever had in my lab”

• “S/he compares favorably to other postdocs who have gone on to outstanding research careers” (should list names)

• “His/her specific contribution to the work was…..”

• “S/he is a highly-intelligent, independent thinker who is ready to run his/her own lab”

• “I do not plan to compete with her/him in her proposed area of research”

• “S/he gets along well with others in the group”

• “S/he has helped others in the lab be more productive”
Thinking on Your Feet (Surviving a Chalk Talk)

• You should be able to describe your future plans with no electronic aids.

• It should be clear what you want to do first and why. You should be very knowledgeable in your field and able to answer tough questions about problems that could arise in your research.

• **Be prepared to answer these two questions:**
  1. Why did you choose this field of research?
  2. How would you go about recruiting staff and fellows in such a way that you would attract a diverse group of highly qualified applicants?
Reasons to Re-apply

• Your CV has improved
• You have updated your research plan/vision statement
• Your letter writers thought of new nice things to say about you
• Each year there are some new committee members
• Two new Scientific Directors expected this year (NINDS, NIDCR)
Questions?

See Careers Menu at
The NIH Intramural Research Program
http://irp.nih.gov/
Exit Strategies

Lori M. Conlan, PhD
Director, OPS and Director, Career Services Center
www.training.nih.gov
This might be hard

- Whether real or perceived, we fear telling our PI
- What are you hearing? ANTs
  - Overgeneralization
  - Mental Filter
  - Fortune Telling
- Realize this is your life –you do not need their permission (nor approval)
- Still do good work
Ohhh—the guilt

- Emotional roller coaster
  - This process is tough, and you have little control

- Remember part of your job is to get a job
Make a plan

- Provide plenty of lead time
  - It takes a long time to transition to a new position
- Develop a strategy
  - How will you manage a job search with your research
  - Set up appts to have reviews of your job packets
Telling your PI

- Present your move as a positive
  - represents an exciting career opportunity. It is not a Plan B or a failure.
- Reiterate the value you have received in this training
  - How your time in the research group helped you
- Create a plan of what you will do before you leave—write it down
  - Ask for their priorities
- How much notice
- Time it well (I like Fridays 😊)—also think about what else is going on (papers, grants, BSCs)
Do you even have to tell??

- Find other mentor—your current boss may have no idea about your new career field
Checklist to leave

- Official letter (lots on google)
- Clean up
  - Freezers
  - Lab notebooks
  - Computer files
- Join alumni database
- Exit interview
Biggest Advice

- TAKE TIME OFF!!!
Prepare for your new job

- Research your new colleagues via LinkedIn
- Plan your first day
- Talk to your new boss
- Create a 30/60/90 day plan
- Understanding the phases

---

<table>
<thead>
<tr>
<th>Competence</th>
<th>Enthusiastic beginner</th>
<th>Disillusioned learner</th>
<th>Cautious performer</th>
<th>High Achiever</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence</td>
<td>Low</td>
<td>Some</td>
<td>Moderate</td>
<td>High</td>
</tr>
<tr>
<td>Needs</td>
<td>High</td>
<td>Low</td>
<td>Variable</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Direction</td>
<td>Support</td>
<td>Support</td>
<td>Independence</td>
</tr>
</tbody>
</table>

Adapted from Ken Blanchard, Self Leadership and the One Minute Manager
NIH OITE Resources For You

- Watch prior OITE Career Workshops (www.training.nih.gov)
- Read the OITE Careers blog
- Join the NIH Intramural Science Linked-In group for lots of useful information about NIH and science careers
- Connect with me on Linked-In (no Facebook please)
- Join the Alumni database if you previously trained at NIH
- Email me at conlanlo@mail.nih.gov
Negotiating Offers

John G. Taborn, PhD
Career Counseling
NIH Office of Intramural Training & Education
Dr. XYZ, we would like to offer you a position.....

- Salary information
- Benefit information
- Start date
- Items specific to your position
- Usually comes by telephone then a written offer
What is Next?

- Thank them for the offer
- Ask for time to “talk it over at home”

Do You Want To Negotiate? If so, what?

- Is the salary acceptable? Do you want more?
- Do you bring specific skills to the job that allows you to ask for an increase?
- Know your value and those of comparable positions (In advance)
  - From Informational interviews
  - Online tools, salary wizard, glass door, Monster.com, The Scientist
  - Chronicle of Higher Ed, faculty salary surveys (AAMC), state school salaries are published
- Know cost of living adjustment (websites about cost of living)

- Not a “done-deal” until it is put in writing, the papers are signed, and all of the paperwork is completed.
Non-academic considerations

- Offer may include:
  - Bonuses
    - At signing, annual, on-the-spot, or a combination?
    - Much more common in government and private sector
  - Profit Sharing or Stock Options
  - Relocation Expenses
Academics

- Must consider space and startup too
- Also teaching/clinical/service/research time
- Understand the tenure process for that university / college
- Is the salary 9 or 12 month?
- How much of salary needs to come from grants?
Benefits

- Health insurance
  - Types of plans
  - Percentage covered by the employer
  - Cost of adding spouse and family
  - Coverage for domestic partners
  - Availability of vision and/or dental plans

- Other types of insurance
  - Life insurance (basic often provided at no cost)
  - Disability (is often not sufficient)

- Flex Benefits

- Retirement
  - You need to know the specific vehicles used
  - Time to vest varies
  - Percentage of employer match varies
  - Additional voluntary plans can supplement
Benefits

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

- **Stall**
  - Express enthusiasm; ask for time to carefully consider the offer
  - Factor in other “irons in the fire”
  - Take time to prepare for any negotiation you decide is important

- **Negotiate**
  - More in the following slides, get help from mentors/OITE/etc

- **Accept**
  - Not before you have an offer in writing; accept in writing
  - Address start dates or any previously planned commitments up-front
  - You must then reject other offers and withdraw other applications

- **Reject**
  - Respectfully - no need to burn bridges
  - Be prepared to explain why
Negotiating

- Begin with a verbal conversation
- Start by conveying your enthusiasm for the position and summarize elements of the offer that you find acceptable
- Introduce the area you would like to negotiate about
- Listen carefully to the response; ask for clarification if needed
- Take notes; stress may make it difficult to remember what was said
- Restate positions and agreements
- End with a thank you and some indication of your level of enthusiasm
- Send a written follow up
In order for me to be productive and do my job I need.....

And remember

- Be clear about the difference between needs and wants
- Knowledge is power
- Salary is not the only thing
Common responses from the other side

- **What salary are you willing to work for?**
  - Best to put your optimal salary in the mid-range of the scale

- **If I pay you what you are asking for, you will earn more than other recent hires**

- **I don’t have any flexibility in this regard - salary ranges are set by my boss, HR, the institution, etc.**

- **We are offering all of our new hires the same non-negotiable salary**
Multiple offers?

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

- Decline as soon as you decide that you are not interested in talking further
- Be respectful and keep explanations brief and general
  - I don’t believe there is a good fit for me
  - This is not a good move for me [and my family]
  - My partner was unable to find a suitable position
  - I have other offers that provide better opportunities
More resources

- OITE annual workshops, video casts, blogs
  - Industry: Negotiating Offers and Making the Transition
  - The Academic Job Search: Evaluating Positions and Negotiating Offers
  - Learn to Negotiate Before Your Interview
- Join the OITE NIH Training Alumni database
- Visit the OITE website at http://www.training.nih.gov
- Email me at john.taborn@nih.gov
Top 10 Myths about Science Careers in Industry

Brad Fackler, MBA
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

Entering Bio PhD Students**

- Career Goal: Research Professor
- Will Become a Research Professor

* Nature, 2011
** 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.

- Remember: PI jobs change too
  - Assistant - Associate – Full

- Industry offers multiple career tracks:
  - 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

902 Firms
20,679 Papers

Technological output of Canadian firms, 1980 - 2005

MedImmune Publications 1Q16

MedImmune Pure: 16
MedImmune w/ Academia: 23
MedImmune w/ other company: 5

Archambault and Lariviere, Published in “Science and Public Policy, 2011
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>1915</td>
<td>56.8 years</td>
<td>52.5 years</td>
</tr>
<tr>
<td>2015</td>
<td>80.6 years</td>
<td>75.9 years</td>
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</tbody>
</table>
## Advances Through the Decades

<table>
<thead>
<tr>
<th>Decade</th>
<th>Medicine Category</th>
<th>Example Drug</th>
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</thead>
<tbody>
<tr>
<td>1940’s</td>
<td>Antibiotic agents</td>
<td>Penicillin</td>
</tr>
<tr>
<td>1950’s</td>
<td>Psychotropic agents</td>
<td>Thorazine</td>
</tr>
<tr>
<td>1960’s</td>
<td>Anti-anxiety agents</td>
<td>Valium</td>
</tr>
<tr>
<td>1970’s</td>
<td>Anti-depressant agents</td>
<td>Elavil</td>
</tr>
<tr>
<td>1980’s</td>
<td>GI agents / Anti-rejection agents</td>
<td>Tagamet / Cyclosporine</td>
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<tr>
<td>1990’s</td>
<td>Cholesterol / Hypertension agents</td>
<td>Lipitor / Diovan</td>
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<tr>
<td>2000’s</td>
<td>Targeted Cancer therapy</td>
<td>Gleevec</td>
</tr>
<tr>
<td>2010’s</td>
<td>Immunotherapy</td>
<td>Opdivo</td>
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</tbody>
</table>
2. I Will Have My Project “Yanked Away”

All the industry scientists that we talked to categorically denied this! So, this seems to be a bit of urban legend.

• 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”
1. Industry research is all About the Money

$34,200,000,000

Sum of the top four pharma company R&D budgets, 2017

- Merck $9.8B
- Roche $8.7B
- Novartis $7.9B
- Pfizer $7.8B

$34.2B

$33,100,000,000

Fiscal year 2017 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
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
Picking the Perfect Postdoc Experience

Philip Y. Wang, Ph.D.
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 or 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?
Applying to a postdoc position

- It’s never too early to network and set the foundation for working with someone
- For a grad student, serious inquiries/applying 6-12 months ahead of your defense is appropriate
- What materials are involved in a typical postdoc application?
  - Curriculum vitae
  - Personal statement of research interests (and possibly career goals)
  - Three references (should be prepared to potentially write letters at some point)
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

<table>
<thead>
<tr>
<th>Skill</th>
<th>Early Career</th>
<th>Mid-Career</th>
<th>Late Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Skills</td>
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<tr>
<td>Verbal Communication</td>
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<td>Written Communication</td>
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<tr>
<td>Teaching and mentoring</td>
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<td>Leadership</td>
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<td>Career Exploration</td>
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<tr>
<td>Job Search</td>
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</table>
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 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
Résumés, CVs & Cover Letters

Phil Ryan, PhD
Deputy Director, Graduate Programs and Student Services
GPP, OITE
Tips for CVs and Resumes

- Make it easy for people to find the information they are interested in
  - Clearly defined sections
  - Consistent format
  - Dates that standout

- White space is your friend
  - No paragraphs
  - Indent and bullet points
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.
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)
<table>
<thead>
<tr>
<th></th>
<th>CV</th>
<th>Résumé</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What?</strong></td>
<td>Full professional and educational history</td>
<td>Summary of experience and skills</td>
</tr>
<tr>
<td><strong>Length?</strong></td>
<td>No limit, but don’t pad</td>
<td>~1 to 2 pages</td>
</tr>
<tr>
<td><strong>Uses?</strong></td>
<td>Academic and gov’t research positions</td>
<td>Almost every other type of job</td>
</tr>
<tr>
<td><strong>Publications?</strong></td>
<td>Yes – all of them</td>
<td>None, or a select group</td>
</tr>
<tr>
<td><strong>Modified to fit the job?</strong></td>
<td>Not much</td>
<td>Yes – very much so</td>
</tr>
<tr>
<td><strong>Content vs. style</strong></td>
<td>Content over style</td>
<td>Both style and content matter</td>
</tr>
</tbody>
</table>
For Academic Positions - CV

- **Education**
  - Highest degree listed first (Post-bachelor)
  - Bachelors degree last

- **Experience**
  - Relevant work experience (Reverse Chronological)
    - Research experience, teaching experience, etc.
    - Job title, supervisor, institution and dates
      - Do not list your duties and responsibilities
  - Other work experience if to avoid gaps in employment

- **Skills/Techniques**

- **Certificates, Additional Coursework, relevant extracurricular activities**
For Academic Positions - CV

- **Show productivity**
  - Publications – High impact journals, multiple publications, high citation numbers
  - Presentations – Conference/meeting oral presentations, invited talks, poster presentations
  - Awards – Grants, Abstract competitions, poster competitions, etc.

- **Committee work/Community Outreach and Service**
  - Term limited committee work
    - Shows leadership and commitment to team work
    - Shows time management
  - Related to your career or research interest
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.
Sample Résumé Sections

- Summary of qualifications
- Contact information
- Education
- Research/Professional/___________Experience
  [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
Experience Section Sample

- 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

- Serve as Interim Assistant Dean and sole lead on all career and alumni service matters (June–Sept. 2010 & Mar 2009–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 Eic 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

- 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
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

Résumé Sample: Postdoc Applying to Industry

DESIGN NOTES

Name is largest text on the page (20 points)

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
- Skilled in 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 Violence in Nicaragua

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
Skills and Techniques

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

<table>
<thead>
<tr>
<th>Biochemistry:</th>
<th>Cell biology:</th>
<th>Microscopy:</th>
<th>Molecular biology:</th>
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<tbody>
<tr>
<td>Protein purification, Western blotting, \textit{In vitro} cell-free extracts, Spectroscopy, Electrophoresis</td>
<td>Cell culture (bacterial, insect, mammalian), Flow cytometry, Immuno-fluorescence</td>
<td>Light microscopy, Epifluorescence microscopy, Confocal microscopy</td>
<td>Gene cloning (prokaryotic and eukaryotic), PCR, Southern-blotting</td>
</tr>
</tbody>
</table>
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
- Managing 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:
  - Interest in interviewing
  - Follow-up on the mission of the organization and how can support it
  - Thank them for their consideration
123 First Street  
Alexandria, VA 20000

March 1, 1015

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

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
  - Proof read
  - Have others proof read

- Get a glimpse into who you are
  - How you fit in their organization matters

- Determine if you understand the organization and the needs of the organization
  - Mission, vision and value statements
Useful Cover Letter Tips

- Write to a person
  - Hiring manager or position supervisor
- Be brief but inclusive
  - Avoid superlatives. Concise sentences
- Avoid contractions and acronyms
  - NIHers have a hard time with this…
- Have someone else read it before you hit send
  - Little errors can have a big impact
Useful Cover Letter Tips

- Do NOT use company letterhead
  - Letterhead is for official company business.
- Do NOT get fancy with the fonts
  - Arial, Times New Romans, Calibri. Keep it simple
- Avoid your cover letter sounding like a form letter
  - Best way to do that is not use a form letter
- Have someone else read it before you hit send
  - Yes…that’s on here twice.
Resources

NIH OITE YouTube Channel
https://www.youtube.com/channel/UCQQHo_QnuBxdfcsRy4INGGw
More Resources – Two Must Read Blogs

Resume/CV/Cover Letter Guides


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 LinkedIn (no Facebook please)
- Join the NIH Intramural Science LinkedIn group
- Attend OITE career workshops by video
- Read the OITE Careers blog
- Email me ryanp@mail.nih.gov
New Job – New Mindset

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

"The way of life, especially the general customs and beliefs, of a particular group of people at a particular time."

Cambridge English Dictionary
Some Thoughts on Work Culture

- Every work environment has cultural norms
  - Both spoken and unspoken
  - Between employees themselves and between employees and bosses
  - Some organization-wide and some internal to the specific group or office

- The longer we are in a culture the less aware we are of that culture; therefore:
  - You may not be aware of cultural norms you are carrying from your old environment
  - Established employees do not always articulate important cultural norms clearly (or at all)
To Thrive and Get Ahead

- Understand and adjust to important cultural norms
  - Work schedule (hours, attendance, leave, telework)
  - Dress and other communication/metacommunication
  - Group dynamics and general atmosphere
  - Types and frequency of social group interactions
  - Independence in setting goals, priorities and specific approaches
  - Approaches to decision making, risk taking and creativity
  - Feedback frequency and style

- Embed into important office and organizational networks
  - Which all have their own cultures and subcultures
  - Which directly, or indirectly, impact your interactions within your primary group

- Goal is to both ‘fit in’ and ’stand out’
  - No one right way to do this
Learning About Cultural Norms

- Watch AND ask
  - Near-peers
  - More senior staff
  - Direct supervisor(s)
  - More senior members of the group/organization
  - Outsiders with useful insights

- Find a mentor to talk through these types of issues
  - Choose wisely
  - Ask for advice about who might be a good fit for you
  - Remember subject matter mentors may not be best mentors for this need
Learning About Cultural Norms

- Watch AND ask
  - Near-peers
  - More senior staff
  - Direct supervisor(s)
  - More senior members of the group/organization
  - Outsiders with useful insights
- Find a mentor to talk through these types of issues
  - Choose wisely
  - Ask for advice about who might be a good fit for you
- Ask for feedback -- on both process and product
Some Questions You Might Ask

- Of near-peers:
  - What surprised you the most when you first arrived?
  - Can you share some of your early successes, early mistakes and early frustrations?
  - Knowing what you know now, what might you have done differently when you first started here?

- Of direct supervisor(s)
  - How can we work most effectively together?
  - What are the most important skills for me to develop at the outset?
  - What are things I need to be aware of and careful about as I establish myself here?
Habits That May Not Translate Well

- Hiding experimental mess-ups
- Hiding from the PI
- Arranging collaborations and accepting [some] speaking invitations without consulting the PI
- Crashing after big deadlines
- Working from home or taking leave without consultation
- Setting your own schedule – in/out, lunch, seminars, workshops, incubation times, daily focus, etc.
What My Mentees Often Talk With Me About

- Unsettling not to feel competent again
- "Independence" may mean something different now
- The lack of flexibility in work schedules and deadlines
- Disappointments in the way credit is (or is not) allocated
- The intensity and confusion of office and organizational politics
- How the quick pace and impact of external forces can feel relentless
- How hard it is to be the boss
- How exciting it is to learn new things and to be on “their way”
- How important it is to get training in management, wellness, emotional intelligence, and interpersonal skills development
- How glad they are to ‘pay it forward’
Some Resources

- Thanks for the Feedback, Douglas Stone and Sheila Heen
- Your Perfect Right, Robert Alberti and Michael Emmons
- Becoming a Conflict Competent Leader, Craig Runde and Tim Flanagan
- Clash: How to Thrive in a Multicultural World, Heather Rose Markus and Alanna Connor
Find the Career Path for You
Planning Career Satisfaction & Success

Amanda Dumsch
NIH Office of Intramural Training & Education
Career Decision Process

Self-Assessment
Skills/Values/Interests

Exploration
What, Who, Where

Focusing
Good fits/new skills/connections

Job Search
Resumes, interviews, networking
How do you define career satisfaction & success?
SKILLS

VALUES

INTERESTS

Your Ideal Career
An Activity to Get Started - PDP

A Professional Development Plan (PDP) is a highly personalized written document which is used to help an individual evaluate and prioritize their professional activities and goals.
How Can I Create my PDP?

- You can create a PDP in four steps:
  - Step #1: Self-Analysis
    - Skills/Values/Interests
    - Strengths & Weaknesses
  - Step #2: Research/Career Exploration
  - Step #3: Goal Setting
  - Step #4: Action Items – Job Search
SELF-ANALYSIS: Your Skills (#1)

- Can be learned and enhanced
- Typically can be described as a verb (“-ing”)
- Important to define skills as specifically as possible
  - For career exploration and for your job search

**Transferable skills**

- Skills acquired during any activity in your life that are applicable to what you want to do in your next job
- Many junior scientists have difficulty identifying their transferable skills
Skills Recruiters Want

1. Communication
2. Problem solving
3. Team work
4. Self motivation
5. Initiative
6. Logical thinking
7. Ability to work under pressure
8. Time management
9. Work ethic
10. Dependability
11. Adaptability
12. Leadership
13. Organization
14. Self confidence

Reference: Monster 2011 Biotech Job Conditions Report
Skills ➔ Accomplishments

1. Pick a skill from the slide before
2. From your past how would you prove that skill?
Accomplishment Memory Joggers

If you have trouble developing content for your bullet points, use the following memory joggers to help you recall your accomplishments:

- Did you identify any problems or challenges? Did you resolve or minimize any problems?
- Did you introduce a technical innovation that was adopted?
- Did you create any original works: reports, brochures, newsletters, guides, manuals, proposals, contracts, etc.?
- Did you target a need for a product, service, plan, program, system, method, procedure, technique?
- Did you produce results or reports whose recommendations were well received by management or your PI, and whose suggestions were incorporated into their future planning?
- Did you reduce liability for an organization by suggesting safety improvement, improved security, etc.?
- Did you develop or design a new program, plan, service, product, process, project, system method, strategy, etc.?
- Did you improve (redesign, streamline or reorganize), administer or implement any projects, plans, programs, processes, services, products, etc.?
- Did you improve employee relations or boost morale?
- Did you facilitate or improve communication among employees, with clients, or with the community?
- Did you train, present or impart knowledge to management, staff, mentees, undergrads, postbacs?
- Did you reduce costs, waste, time or effort?
- Did you collaborate/liaise with others? Were you a contributing team member?
- Did you formulate or participate in formulating any management decisions, policies, goals, etc.?
- Did you make any recommendations that saved money, made money, increased efficiency or productivity?
- Did you open or establish a new office, department branch, facility?
- Did you improve quality or standards for hiring, products, services?
- Did you utilize your communication skills with various audiences during poster presentations?
- Did you successfully collaborate on a group project?
SELF-ANALYSIS : Your Interests (#2)

- What we actually like to do
- Does not mean we have those skills
  - Although they can be learned!
- Just because we have a **skill**, does not mean we have an **interest**
- Jobs can combine multiple interests
- Interests don’t always equal vocations
  - That’s what hobbies are for!
Interests

- 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

- 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
Interests

What people like to do...

Involve:
Data
Things
Ideas
People

http://www.act.org/content/dam/act/unsecured/multimedia/wwmap/world.html
Interests

- Realistic (Doers)
  - Like to work with things

- Investigative (Thinkers)
  - Like to analyze data and ideas

- Artistic (Creators)
  - Like self-expression

- Social (Helpers)
  - Like to work with people

- Enterprising (Persuaders)
  - Like to build organizations

- Conventional (Organizers)
  - Like to organize data/info systems
### Science Specific Interests

<table>
<thead>
<tr>
<th>PRACTICAL</th>
<th>INVESTIGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Systematic Application</td>
<td>Research Discovery Curiosity</td>
</tr>
<tr>
<td>Conducting experiments, collecting data</td>
<td>Making new discoveries</td>
</tr>
<tr>
<td>Using mathematical/statistical tools</td>
<td>Interpreting results and data</td>
</tr>
<tr>
<td>Equipment and methodologies</td>
<td>Conceptualising and designing investigative research projects to test a hypothesis</td>
</tr>
<tr>
<td>Instrumentation knowledge &amp; understanding</td>
<td>Thinking up new theories/processes</td>
</tr>
<tr>
<td>Applying specialist technical skills</td>
<td>Learning about new research</td>
</tr>
<tr>
<td>Practical and physical experimental tasks</td>
<td>Researching/reviewing literature</td>
</tr>
<tr>
<td>Collecting samples, taking measurements</td>
<td>Researching/Reviewing research literature</td>
</tr>
<tr>
<td>Taking responsibility for lab resources, incl. cell, animal and plant care/maintenance</td>
<td>Writing and reviewing research articles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENTERPRISING</th>
<th>SUPPORTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inventive Resourceful Leadership</td>
<td>Advising Instructing Cooperating</td>
</tr>
<tr>
<td>Preparing and conceptualising grants</td>
<td>Helping and supporting others</td>
</tr>
<tr>
<td>Promoting and ‘selling’ your ideas</td>
<td>Supervising/mentoring</td>
</tr>
<tr>
<td>Setting up new projects</td>
<td>Teaching/tutoring</td>
</tr>
<tr>
<td>Thinking ‘big picture’ and having new ideas</td>
<td>Demonstrating in undergraduate practicals</td>
</tr>
<tr>
<td>Coordinating/leading projects</td>
<td>Liaising with people (e.g., colleagues, peers, collaborators, editors, students)</td>
</tr>
<tr>
<td>Technology transfer/IP opportunities</td>
<td>Networking at conferences</td>
</tr>
<tr>
<td>Establishing new collaborators</td>
<td>Being involved in/organising events that bring people together</td>
</tr>
<tr>
<td>Freelance consultancy work</td>
<td></td>
</tr>
<tr>
<td>Marketing and promoting research</td>
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<table>
<thead>
<tr>
<th>CREATIVE</th>
<th>ADMINISTRATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artistic Imagination Design</td>
<td>Executive Management Organisation</td>
</tr>
<tr>
<td>Imaginative data presentation</td>
<td>Organising experimental schedules</td>
</tr>
<tr>
<td>Technical/research design innovation</td>
<td>Keeping records of data and/or budgets</td>
</tr>
<tr>
<td>Artistic realisation (visual, performance etc)</td>
<td>Working to deadlines</td>
</tr>
<tr>
<td>Popularising science to the public</td>
<td>Managing finances</td>
</tr>
<tr>
<td>Creating imaginative designs</td>
<td>Organising workload and prioritising tasks</td>
</tr>
<tr>
<td>Theatrical and dramatic presentation</td>
<td>Serving on committees</td>
</tr>
<tr>
<td>Writing press stories, media engagement</td>
<td>Writing reports</td>
</tr>
<tr>
<td>Writing general interest science articles</td>
<td>Editing manuscripts</td>
</tr>
<tr>
<td>Blogging and other social media</td>
<td>Marking and assessing student essays</td>
</tr>
</tbody>
</table>

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SELF-ANALYSIS : Your Values (#3)

- More personal, **often ignored**, and subject to a variety of cultural, personal and family influences
- Mismatch between values/needs and actual job is often a source of job dissatisfaction and stress

- **Intrinsic values**: motivation and satisfaction
- **Extrinsic values**: physical environment, pay/benefits, and titles
- **Lifestyle values**: the intersection of work and life
Self-Analysis: Career Values

INTRINSIC

1. Be an expert
2. Work on frontiers of knowledge
3. Help society
4. Respected for work
5. Influence others

EXTRINSIC

1. Possess control/power/authority
2. Rewarded monetarily
3. Job has prestige/high social status
4. Ability to set own hours/flexibility
5. Work in a fast-paced environment

LIFESTYLE

1. Good work/life balance
2. Living in a big city/small town
3. Time to pursue hobbies
4. Family/friends nearby
5. Active in community
Values Exercise

What are your top 3-5 values? Compare with a Neighbor.
Self-Analysis: Consequences of Skipping This Step

- The 90,000+ hours rule

- You can NOT gain insight by asking others to decide for you, from the web, or even from reading a book. But, taking the time to do your own introspective research.
RESEARCH – STEM Career Options

- Health care delivery/management
- Research and development
- Administration
- Education
- Policy
- Business
- Writing
- Law
- Consulting
RESEARCH: Gaining Options Knowledge

- Identify the skills you need to get where you want to go
  - Hard skills, soft skills, certifications, degrees

- How do you find this out?
  - Read books, blogs and websites (Forbes, Washingtonian, US News & Money Reports)
  - Talk with mentors, colleagues and friends
  - Attend career workshops and symposia
  - Do INFORMATIONAL INTERVIEWS
SVI Match

- Understand there is *lots* of variability within each field

  - For example, Science Writing positions:
    - Technical Writer
    - Communications Director

  - For example, Marketing/Sales positions:
    - Outreach Associate
    - Market Analyst
Informational Interviews

- Help prepare strong application
- A good way to find a career path or get info on a current job opening
- Allows insider information
  - 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
- Are not a way to ask for a job!!
Four Areas

- 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
  - Questions from your values exercise
Things to Ask

- What the job is really like
  - Personalize: What is their favorite/least favorite part?

- Critical skills for success
  - When you hire new employees, what are you looking for?

- Career trajectories

- Advice on moving forward

- Do not ask for a job but be open to any opportunities they put on the table
Goal Setting

- After looking at where you are, look at where you want to go:
  - 1 Year
  - 3 Years
  - 5 Years
  - 10 Years
SMART Goals

- **Set goals that are:**
  - **S**pecific
  - **M**easurable
  - **A**ttainable
  - **R**ealistic
  - **T**imely

Example:

“Lobby for more locally grown food in the dining halls.”

Or:

“Collect 1,000 petition signatures from students, sit down and meet with the cafeteria manager, sit down with the student body president, present research to administrators on the costs and benefits, and discuss vending possibilities with local farmers and growers in order to serve more locally grown food in the dining halls by start of new academic year.”
Elements of Career Planning

- Job
- Job search
- Try it on
  - Gain credentials
- Know Self
- Know Options
PROCESS of Career Planning

Know Self

Know Options

Try it on
Gain credentials

Job search

Job
Keep In Mind

- Career planning and a job search is 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
Resources

- Watch previous OITE career workshops, including the *Career Satisfaction & Success*

- View videos on OITE’s YouTube Channel
  - [https://www.training.nih.gov/oite-yt](https://www.training.nih.gov/oite-yt)

- Read the OITE Careers blog – Alumni Spotlight
  - [https://oitecareersblog.wordpress.com/](https://oitecareersblog.wordpress.com/)

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

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