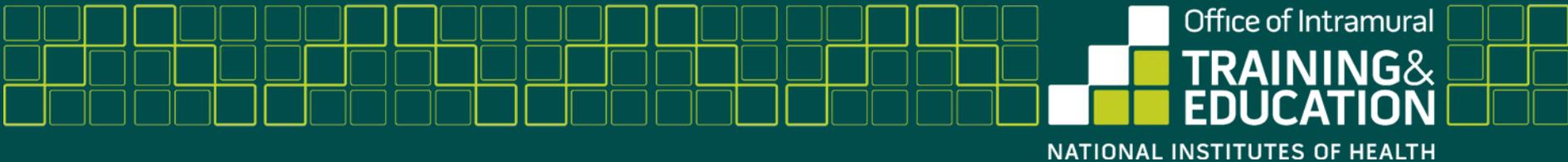

2015 NIH Career Symposium Skill Blitz Slides

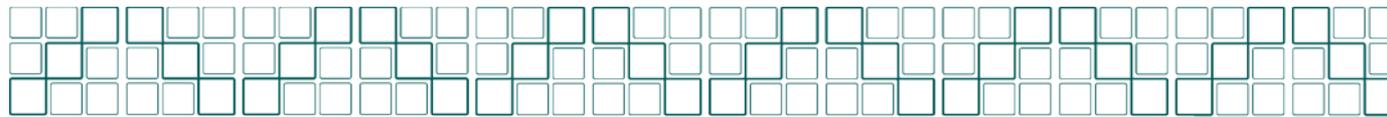
OITE Staff



USAjobs.gov

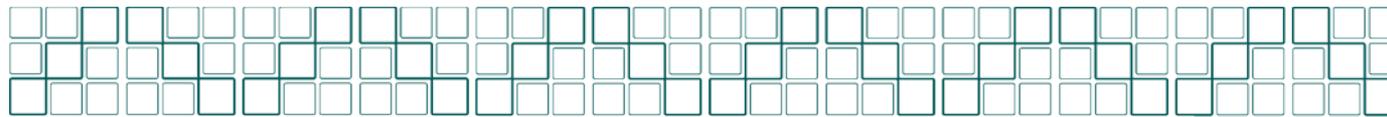
Lori Conlan, PhD
Director, Office of Postdoc Services, OITE, NIH
conlanlo@mail.nih.gov





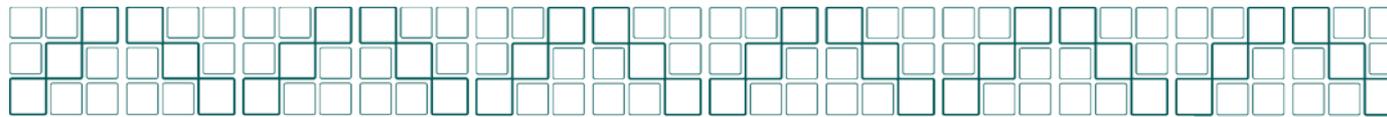
Agencies needing scientists

- 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

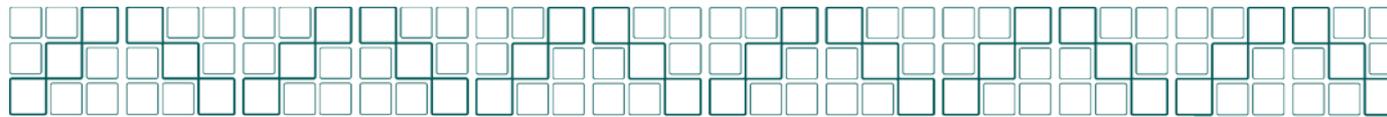
Department: Department Of Health And Human Services

Agency: Food and Drug Administration

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

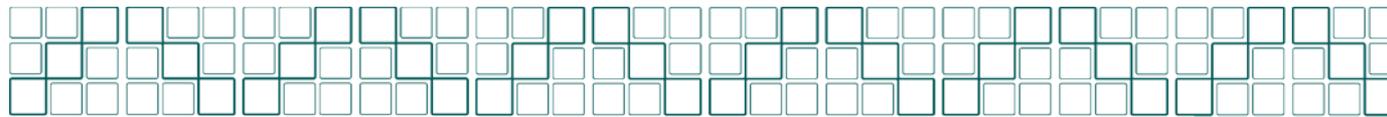
- SALARY RANGE:** \$106,263.00 to \$138,136.00 / Per Year
- OPEN PERIOD:** Wednesday, April 16, 2014 to Tuesday, April 29, 2014
- SERIES & GRADE:** GS-0401-14
- POSITION INFORMATION:** Full Time - Permanent
- PROMOTION POTENTIAL:** 14
- DUTY LOCATIONS:** 1 vacancy in the following location:
Silver Spring, 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

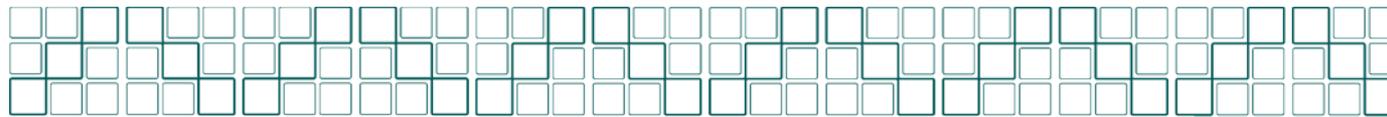
- **0400 – Natural Resources Management and Biological Sciences**
 - **0600 – Medical, Hospital, Dental, and Public Health**
 - **1300- Physical Science Group**
-
- <http://www.opm.gov/policy-data-oversight/classification-qualifications/classifying-general-schedule-positions/occupationalhandbook.pdf>



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.

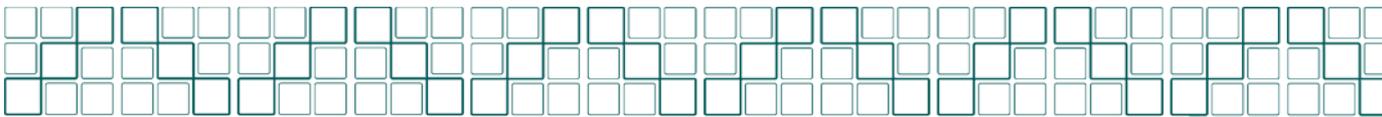
- 7. Review Investigational New Drug Applications (INDs) relating to new or existing technologies used.

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

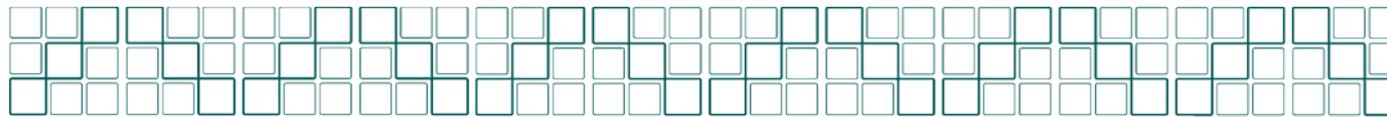
- For example, research, immune response, human/mice/rhesus macaques, biomarkers, innate immune, in vitro, review, regulatory compliance, prepare manuscript....

■ 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

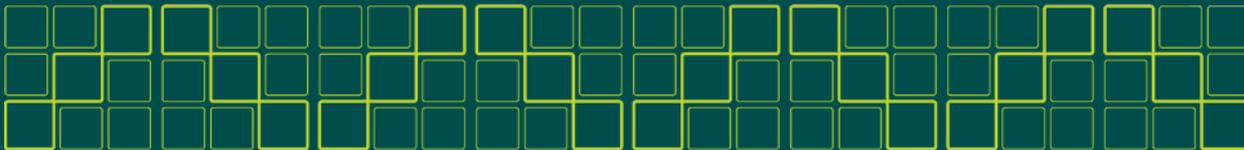


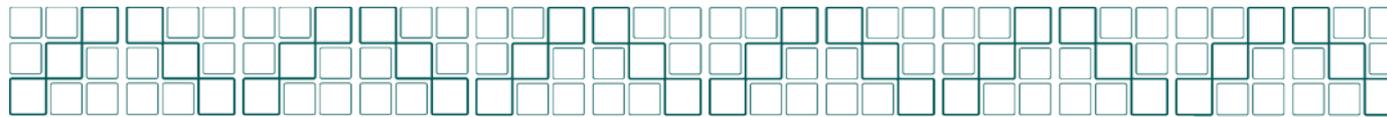
More resources

- 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

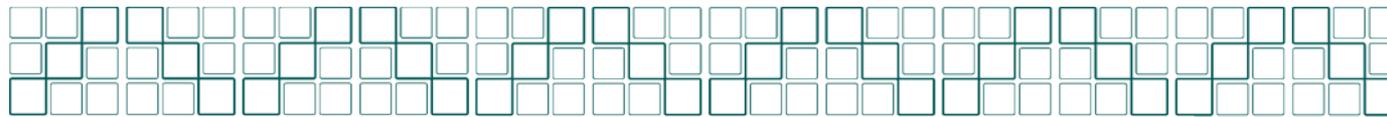
Anne Kirchgessner
Career Counselor/OITE





The Interview is a 2 way street

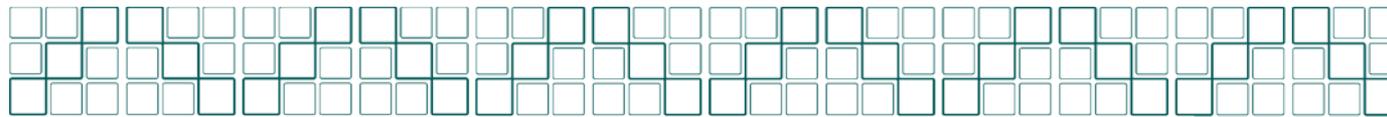
- Interviewers want to learn more about your skills and experience to decide if you are a fit for the position
- You can learn more about the job, colleagues, workplace to decide if the position is a fit for you
- Be positive! Express interest in the job.



Key to successful interviewing is effective preparation

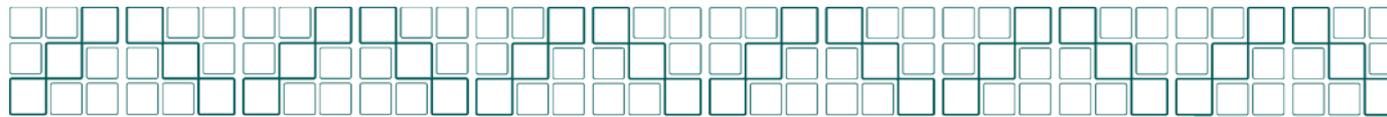
Prepare by:

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



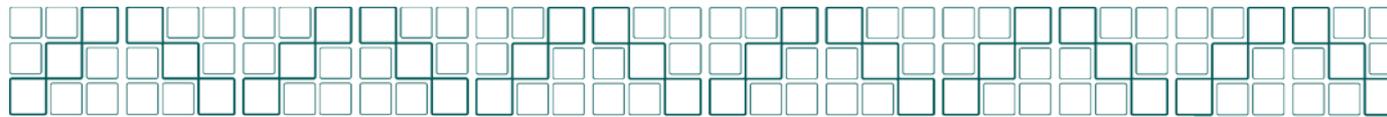
Researching the job and company

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



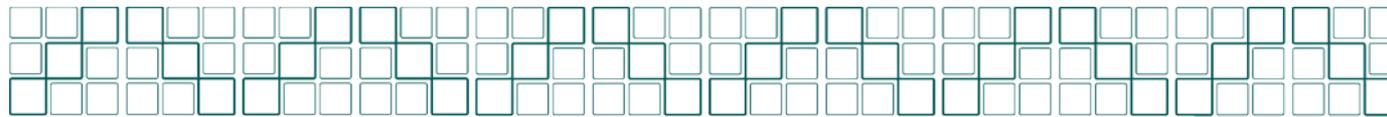
Opportunity Questions

- 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?



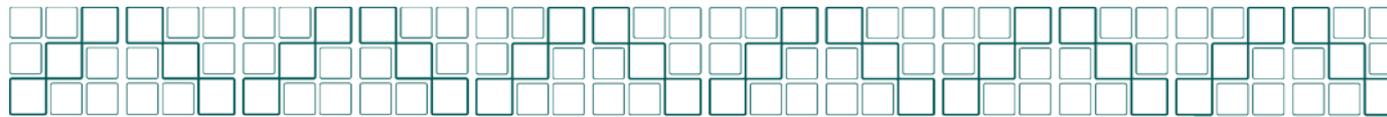
Sample Behavioral Questions

- 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.



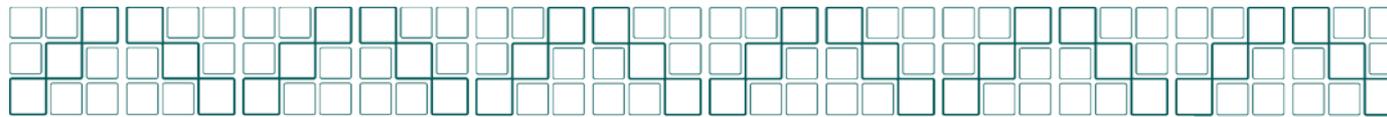
Preparing Your Answers

- Develop examples that demonstrate how your skills and experience relate to the major job responsibilities
- Use the Situation-Task-Action-Result
- STAR technique



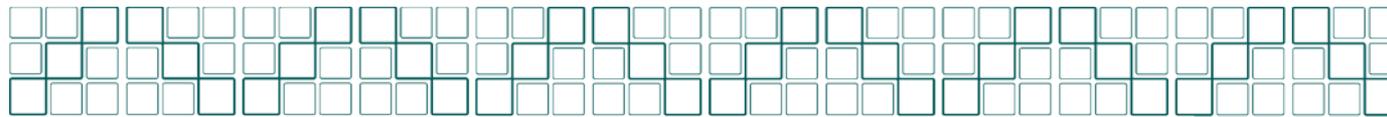
Situation-Task-Action-Result Technique

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**.



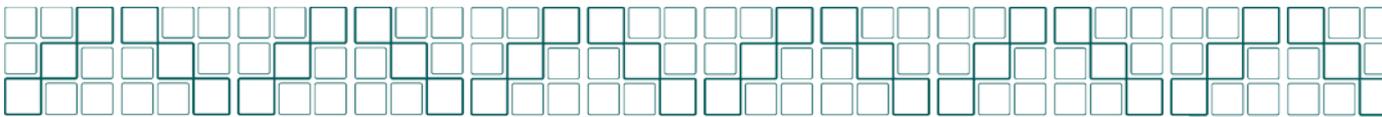
Some questions to ask the interviewer

- What is a typical day like?
- What is the management style of the person who will be my supervisor?
- Is there a lot of team/project work?
- What are the next steps?
- When should I expect to hear from you?



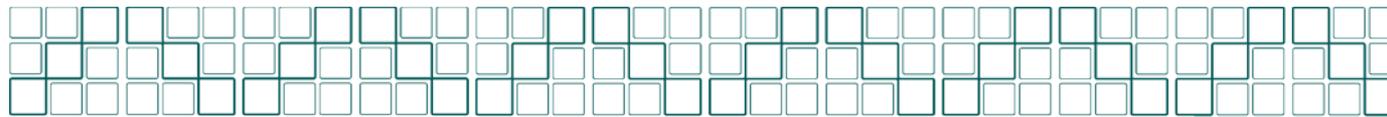
Practicing for the interview

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



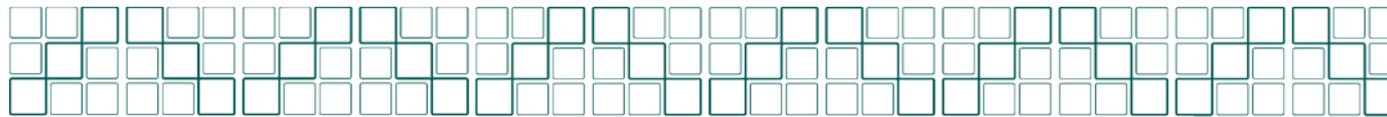
Interviewing articles

- 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



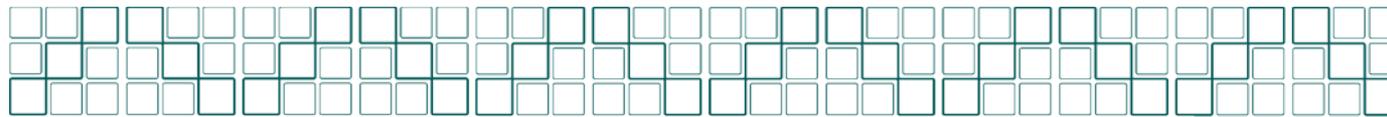
More resources

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

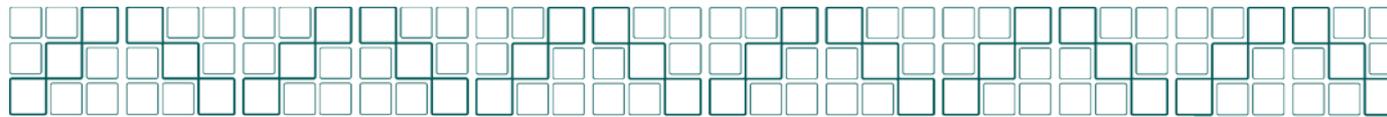
The Top Ten of Grant Writing

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



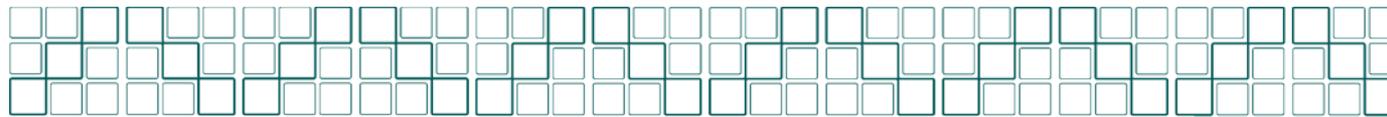


You will decrease your stress level and have more time to focus on science if you take the time to understand the grant writing process
-- from first idea to final outcome



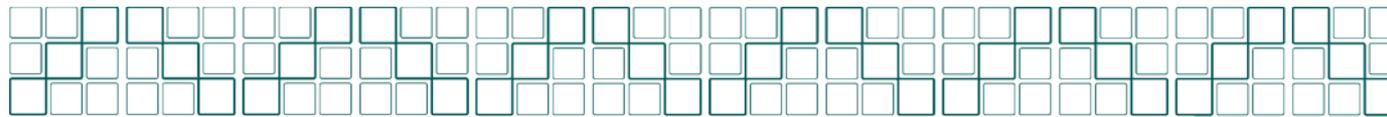
Ten – Look For Opportunities Broadly

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



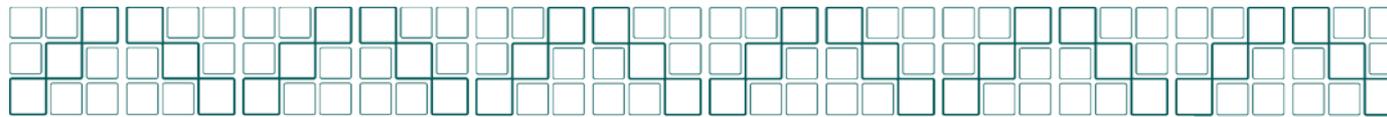
Nine: Understand the Rules

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



Eight – Find Mentors

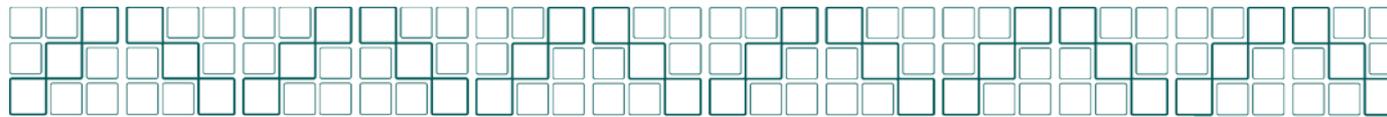
- Seasoned scientists (2 – 4) who know the peer review process and have some understanding of your area
- Meet with them before and during the writing process - start early
- Listen, but weigh their input carefully



Seven – Think First, Then Write

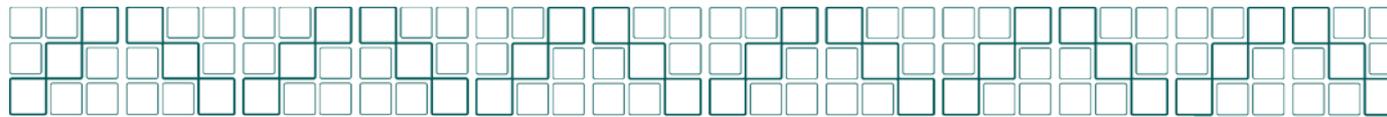
- Start by reading the literature broadly - not deeply
- Brainstorm with your research group, mentors and collaborators
- Find technical experts - but go prepared
- Talk with the relevant [NIH] Program Officer(s)
- Begin early to define, organize and plan the content

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



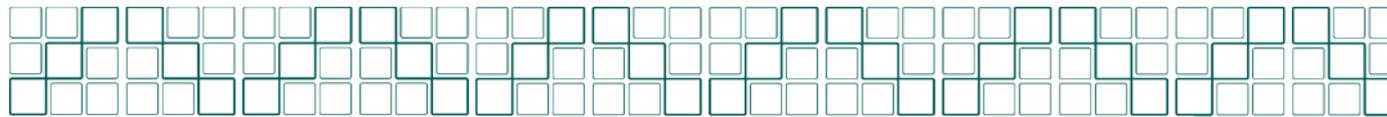
Six – Details Matter

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



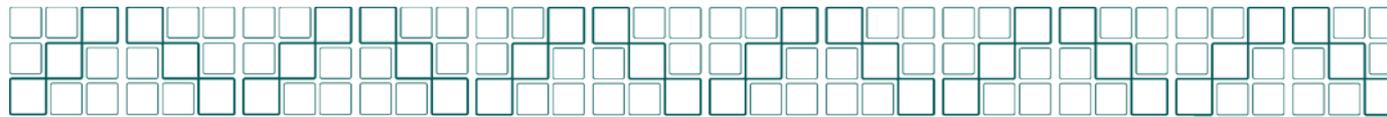
Five – Remember Your Audience

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



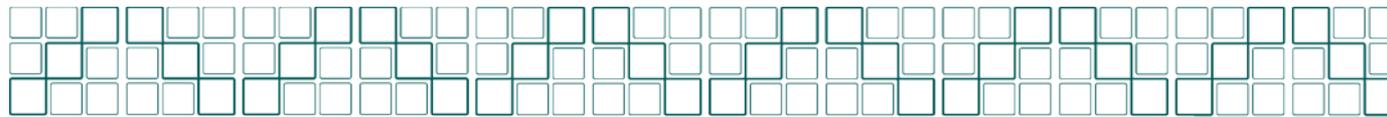
Four A - The Specific Aims Are Your Hook

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



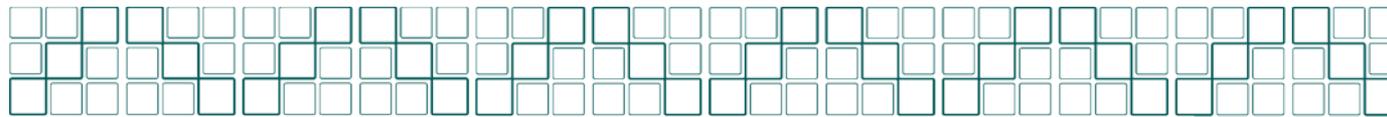
Four B – The Significance Explains Why

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



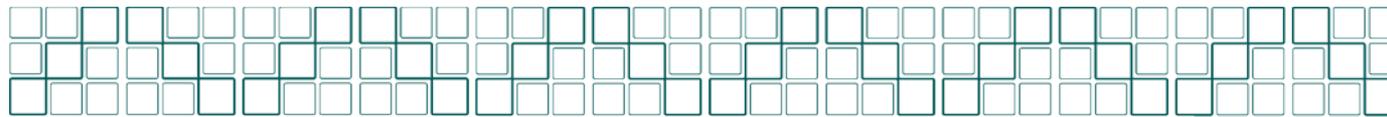
Four C – Preliminary Data Show You Can Do It

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



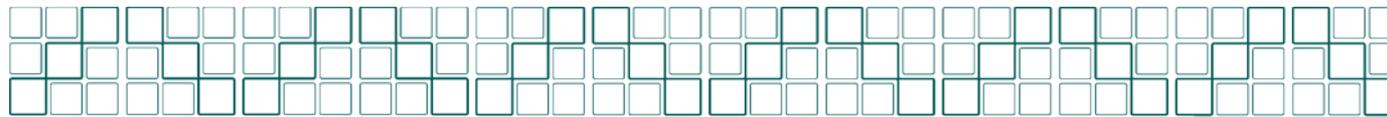
Four D – Research Approach Does Not Mean Methods

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



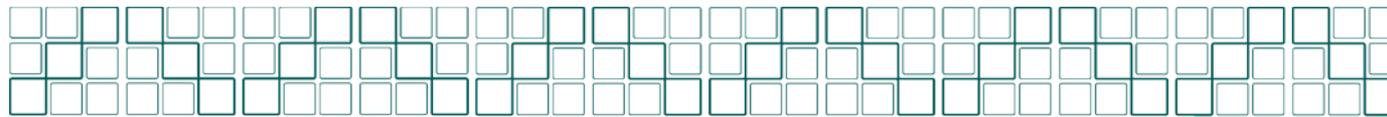
Three – Understand The Psychology of Grant Review

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



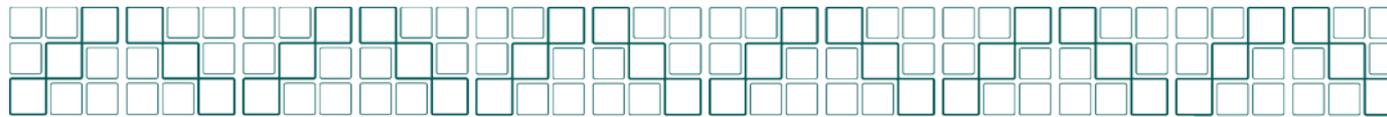
Two – Grant Writing Is A Learned Skill

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



One - Remember

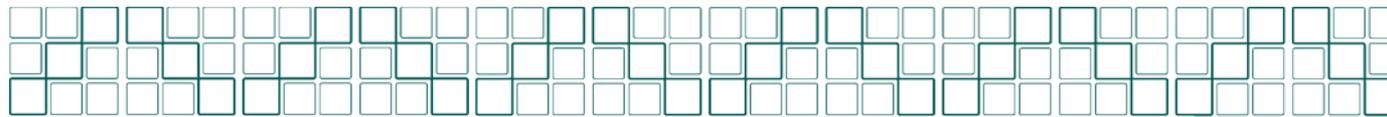
- Only some of the deserving applications can be funded
- Maximize your chances for success by
 - Planning ahead
 - Remembering your target audiences
 - Showing the reviewers that you have thought deeply about your project
 - Preparing a reader-friendly application
 - Remaining optimistic, and letting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



For More Grant Writing Info

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

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



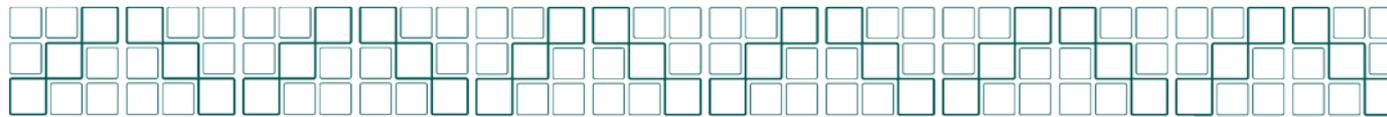
More resources

- 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

Stress Management for Scientists

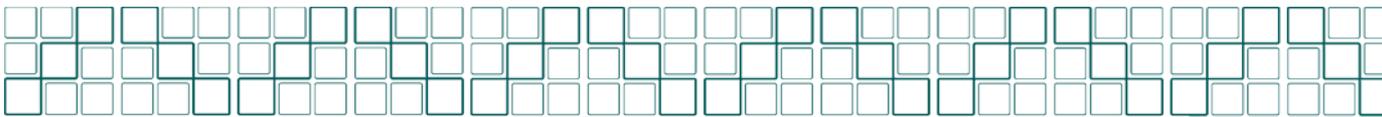
Michael J. Sheridan, PhD
Special Advisor for Diversity & Wellness Programs
NIH Office of Intramural Training & Education





Rethinking Our Approach to Stress

- ◆ Stress is part of life – but have we made it a “badge of honor” at NIH?
- ◆ Stress Symptoms:
 - ◆ **Emotional symptoms** (e.g. becoming easily agitated, frustrated, & moody; feeling overwhelmed; feeling bad about yourself; feeling helpless/hopeless)
 - ◆ **Physical symptoms** (e.g., low energy, headaches, insomnia, chest pain/rapid heartbeat, frequent colds and infections)
 - ◆ **Cognitive symptoms** (e.g., constant worrying, racing thoughts, inability to focus, forgetfulness and disorganization)
 - ◆ **Behavioral symptoms** (e.g., eating too little or too much; procrastinating and avoiding responsibilities; increased use of alcohol, drugs, or cigarettes; increased conflict with others)
- ◆ Need to start taking stress symptoms seriously – as valuable **messages** to pay attention to!



Impact of Stress of Key Body Systems

Here are ways in which some key body systems react.

1 NERVOUS SYSTEM

When stressed — physically or psychologically — the body suddenly shifts its energy resources to fighting off the perceived threat. In what is known as the “fight or flight” response, the sympathetic nervous system signals the adrenal glands to release adrenaline and cortisol. These hormones make the heart beat faster, raise blood pressure, change the digestive process and boost glucose levels in the bloodstream. Once the crisis passes, body systems usually return to normal.

2 MUSCULOSKELETAL SYSTEM

Under stress, muscles tense up. The contraction of muscles for extended periods can trigger tension headaches, migraines and various musculoskeletal conditions.

3 RESPIRATORY SYSTEM

Stress can make you breathe harder and cause rapid breathing — or hyperventilation — which can bring on panic attacks in some people.

4 CARDIOVASCULAR SYSTEM

Acute stress — stress that is momentary, such as being stuck in traffic — causes an increase in heart rate and stronger contractions of the heart muscle. Blood vessels that direct blood to the large muscles and to the heart dilate, increasing the amount of blood pumped to these parts of the body. Repeated episodes of acute stress can cause inflammation in the coronary arteries, thought to lead to heart attack.

5 ENDOCRINE SYSTEM

Adrenal glands
When the body is stressed, the brain sends signals from the hypothalamus, causing the adrenal cortex to produce cortisol and the adrenal medulla to produce epinephrine — sometimes called the “stress hormones.”

Liver
When cortisol and epinephrine are released, the liver produces more glucose, a blood sugar that would give you the energy for “fight or flight” in an emergency.

6 GASTROINTESTINAL SYSTEM

Esophagus
Stress may prompt you to eat much more or much less than you usually do. If you eat more or different foods or increase your use of tobacco or alcohol, you may experience heartburn, or acid reflux.

Stomach
Your stomach can react with “butterflies” or even nausea or pain. You may vomit if the stress is severe enough.

Bowels

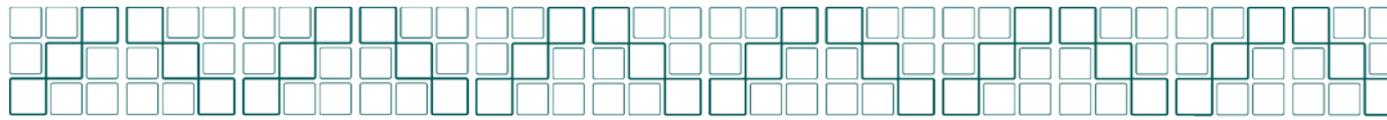
Stress can affect digestion and which nutrients your intestines absorb. It can also affect how quickly food moves through your body. You may find that you have either diarrhea or constipation.



7 REPRODUCTIVE SYSTEM

In men, excess amounts of cortisol, produced under stress, can affect the normal functioning of the reproductive system. Chronic stress can impair testosterone and sperm production and cause impotence.

In women stress can cause absent or irregular menstrual cycles or more-painful periods. It can also reduce sexual desire.

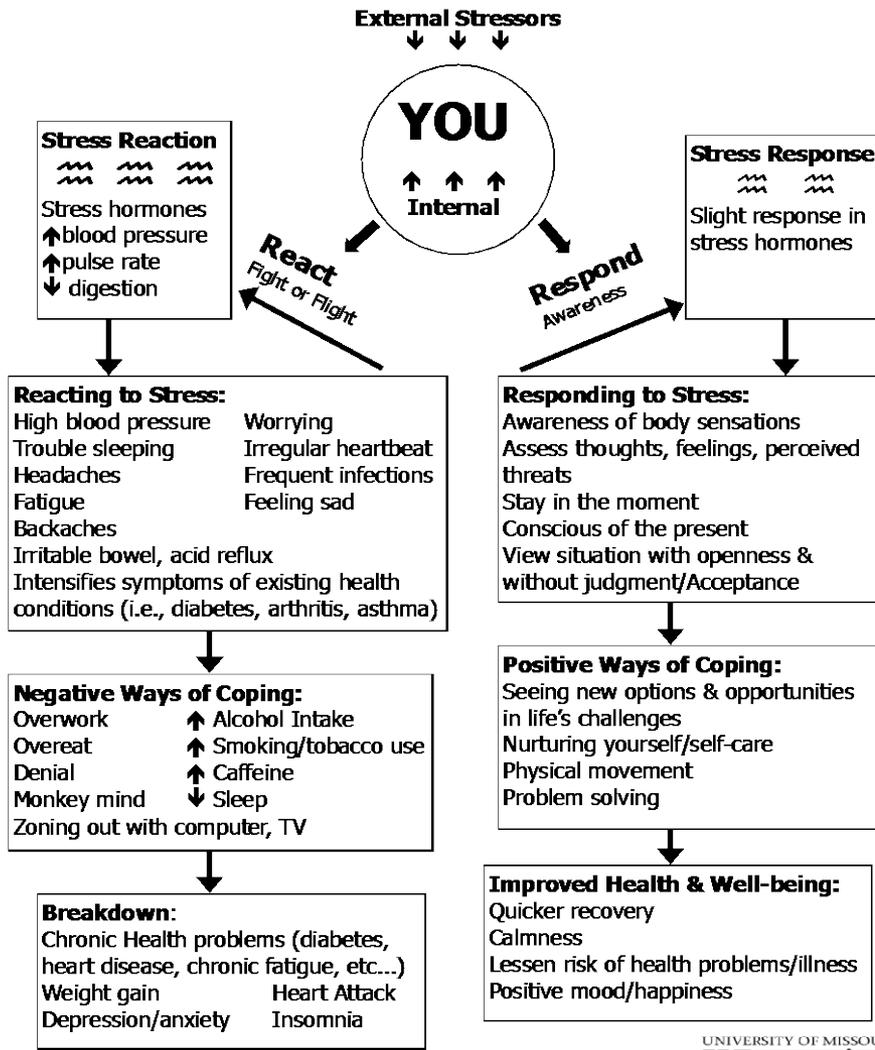


Consequences of Long-Term Stress

- ◆ Ongoing, chronic stress can cause or exacerbate many serious health problems, including:
 - ◆ Cardiovascular disease (e.g., high blood pressure, heart disease, abnormal heart rhythms, heart attacks, stroke)
 - ◆ Susceptibility to autoimmune disorders (e.g., allergies, arthritis, multiple sclerosis)
 - ◆ Pain disorders (e.g., migraines, fibromyalgia)
 - ◆ Skin and hair problems (e.g. acne, psoriasis, eczema, hair loss).
 - ◆ Obesity and other eating disorders
 - ◆ Menstrual problems
 - ◆ Sexual and reproductive problems
 - ◆ Obesity and other eating disorders
 - ◆ Gastrointestinal problems (e.g., GERD, gastritis, ulcerative colitis, irritable colon)
 - ◆ Mental health problems (e.g., depression, anxiety)

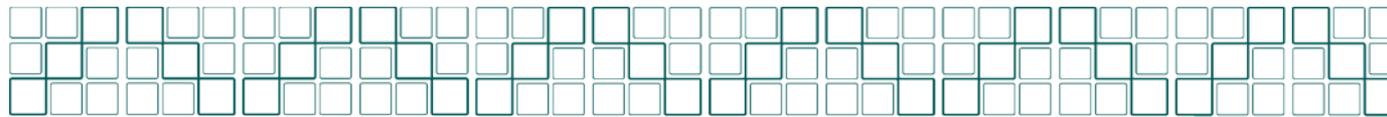
Responding vs. Reacting to Stress

Responding versus Reacting

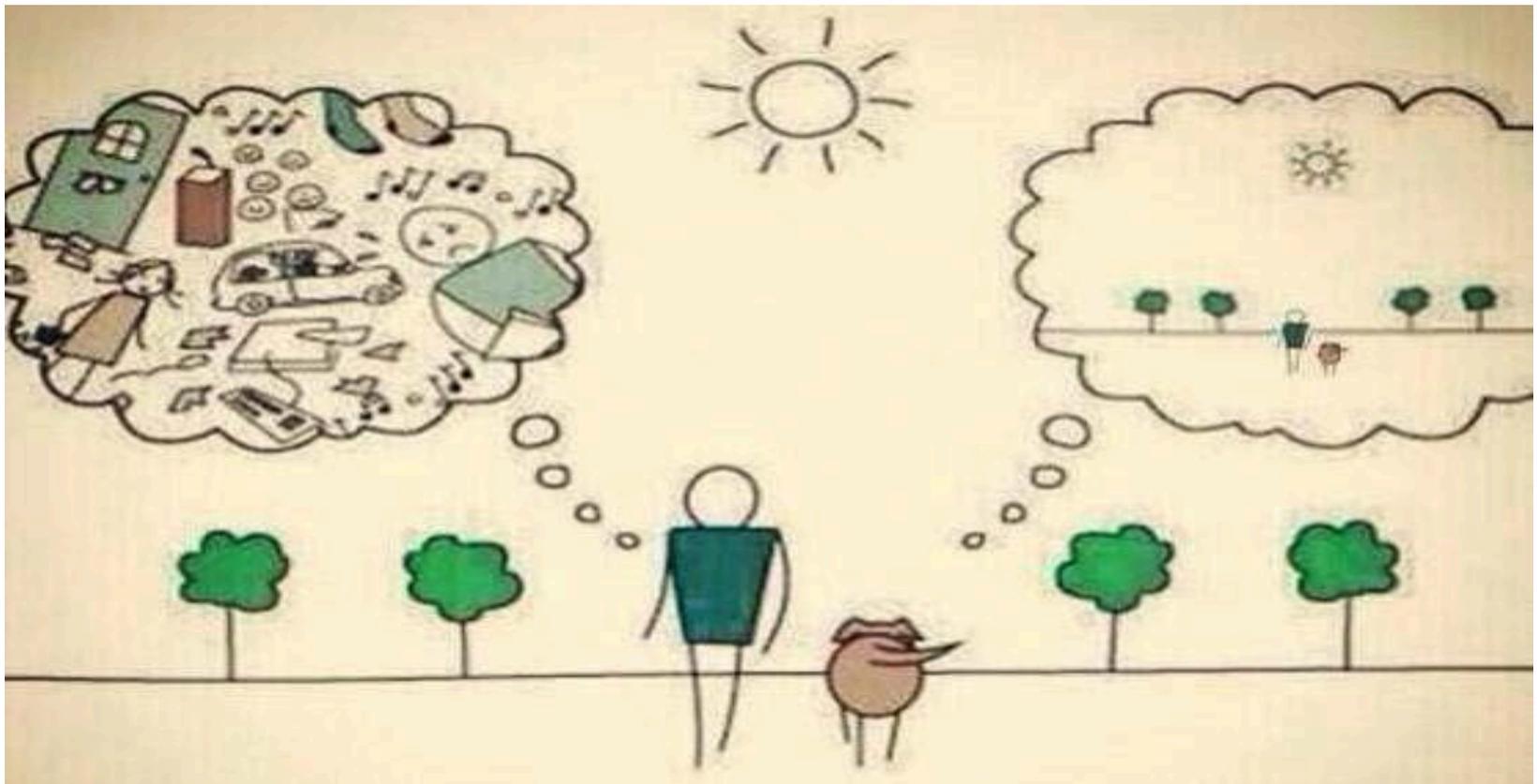


Key Tools:

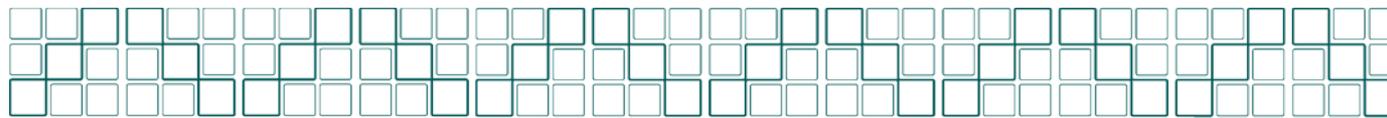
- ◆ **Self-Awareness** (*noticing vs. ignoring stress symptoms*)
- ◆ **Stress-Reduction Practices** (*regular use of preventative activities and positive coping strategies*)
- ◆ **Self-Care Assessment** (*honest assessment of current behavior*)
- ◆ **Self-Care Plan** (*development of and commitment to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



Mindfulness or Mindlessness - Is This You?



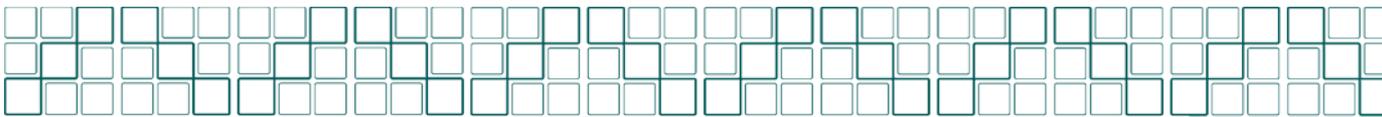
See resource for online Mindfulness Based Stress Reduction Program at end of this PP presentation.



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

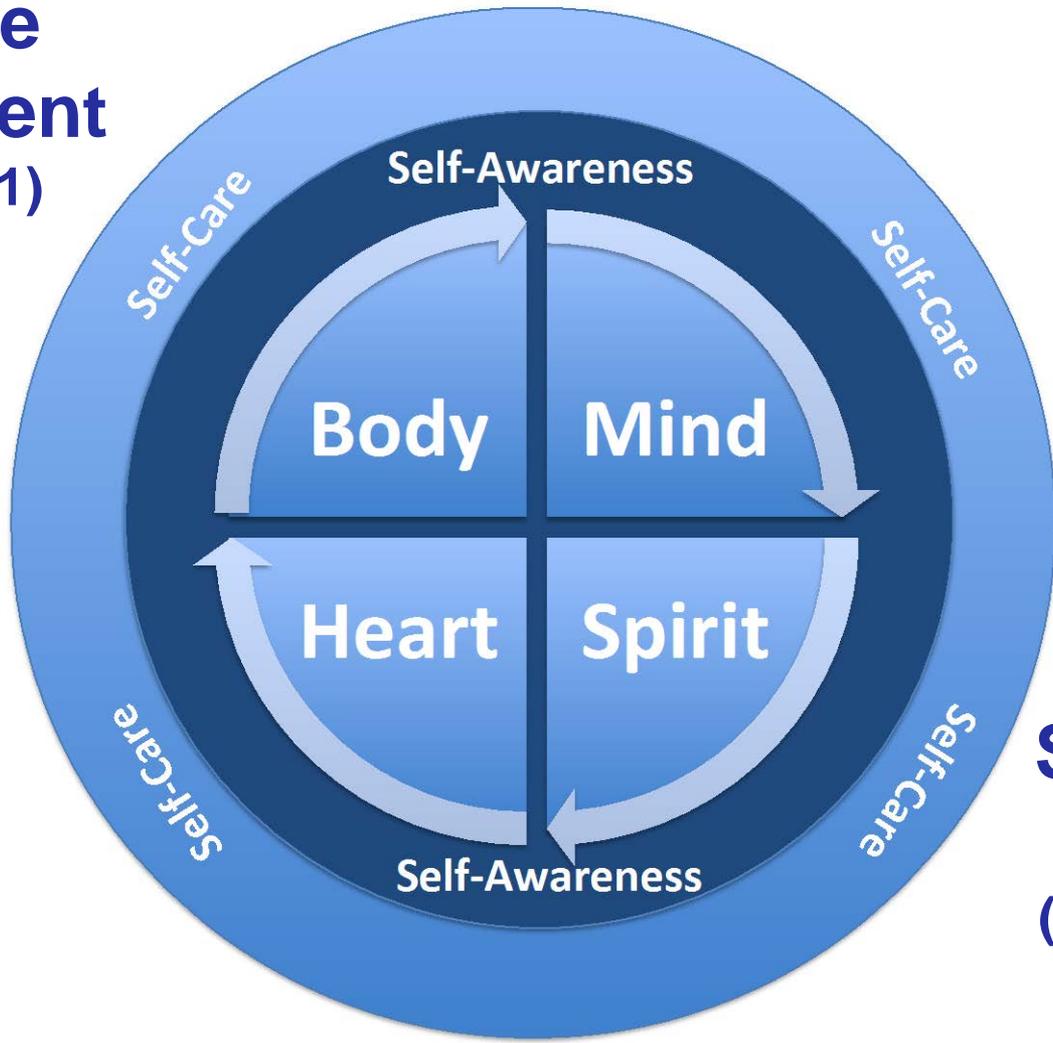
Irene S. Levine

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 and reading emails).
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.

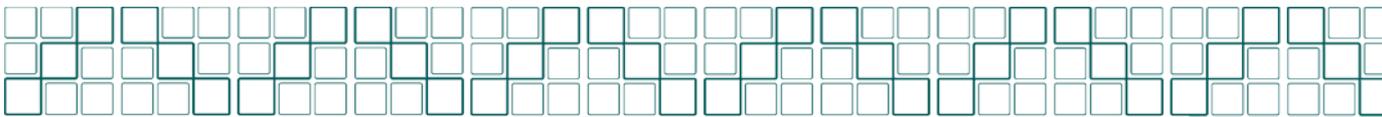


Holistic Self-Care

**Self-Care
Assessment
(Handout #1)**

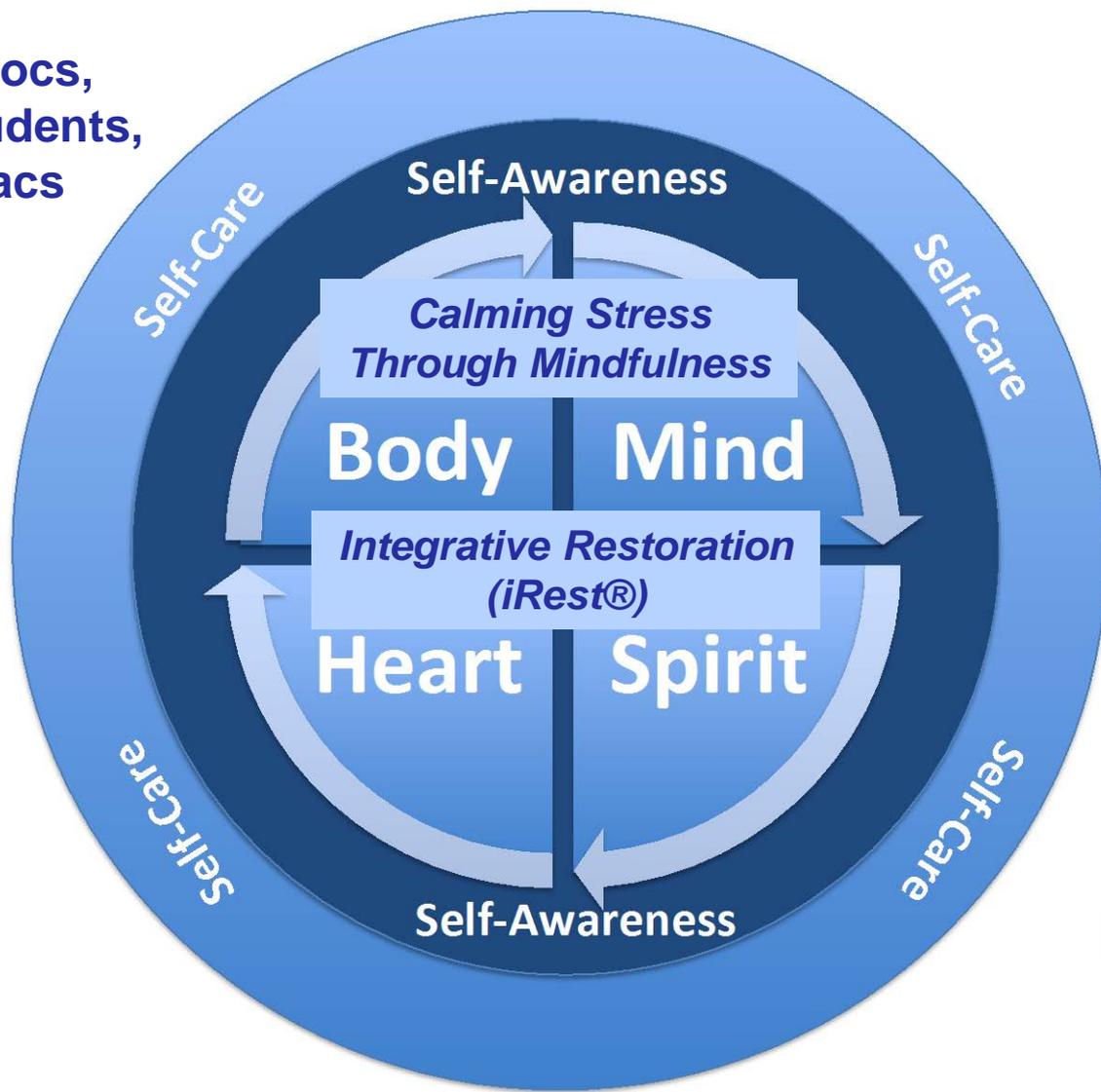


**Self-Care
Plan
(Handout #2)**

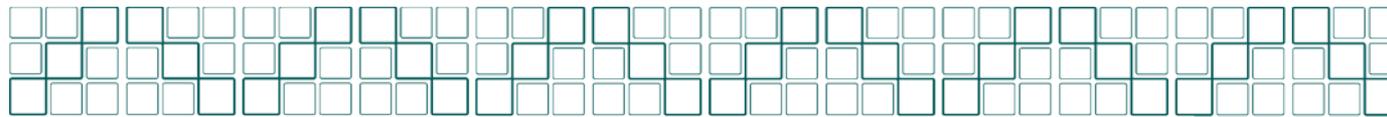


OITE Wellness Program

**For Post-Docs,
Graduate Students,
& Post-Bacs**

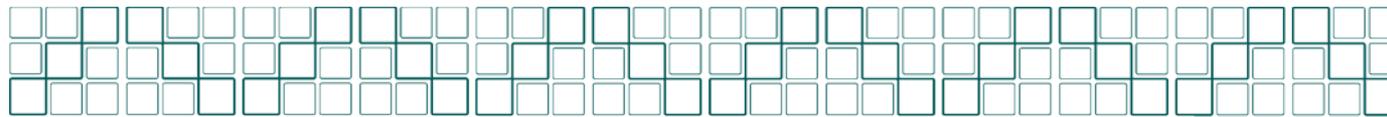


**Coming
Fall 2015**



The 3 A's of Personal Change





Online Resources for Stress Management

- Link for Online MBSR Program:

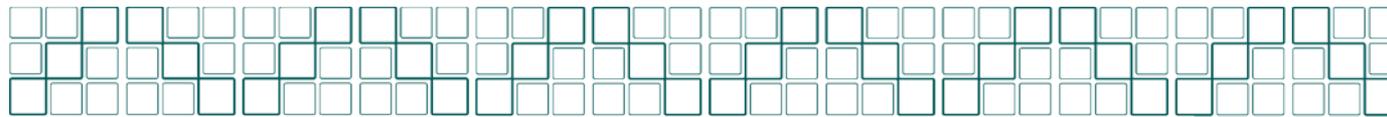
http://palousemindfulness.com/selfguidedMBSR_ataglance.html

- Link for Desk Stretches:

www.webmd.com/fitness-exercise/stretching-exercises-at-your-desk-12-simple-tips?page=2

- Link for “Mind Matters: 10-Minute Tools for Managing Stress”

http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2009_05_08/caredit.a0900059

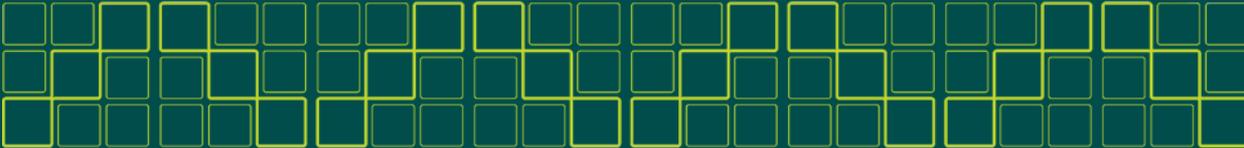


OITE Wellness & Supportive Counseling Resources

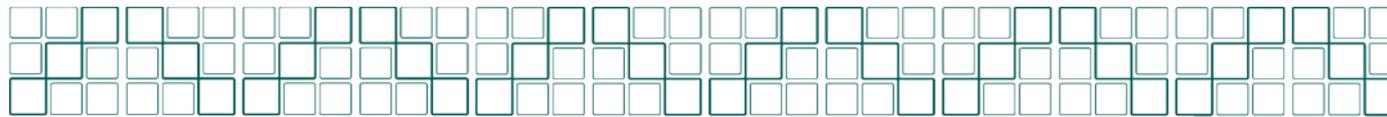
- Michael Sheridan, MSW, PhD (301-594-9603) michael.sheridan@nih.gov
- Julia Jarvis, MDiv (301-594-9603) julia.jarvis@nih.gov

Résumés & Cover Letters

Amanda Dumsch
Career Counselor, OITE

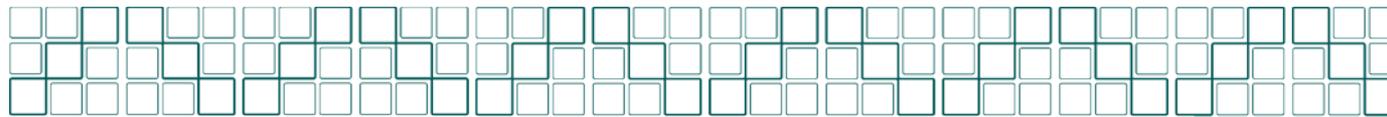


NATIONAL INSTITUTES OF HEALTH



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

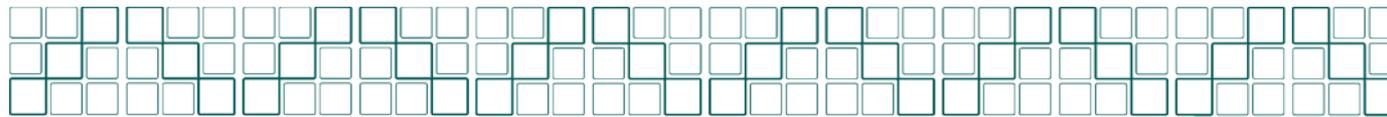
- Resume = Targeted marketing tool
- CV = An ongoing academic and work history

■ Content

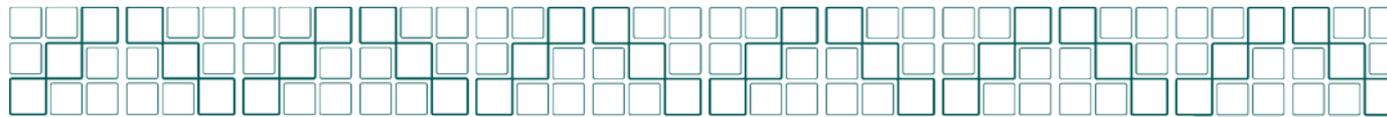
- Resume = succinct and relevant to reader/position
- CV = Continually evolving document that is targeted to a specific purpose. CV's may include a wide range of professional accomplishments and activities

■ Page Length

- Resume = 1 to 3 pages
- CV = Virtually unlimited length (remains focused, however)

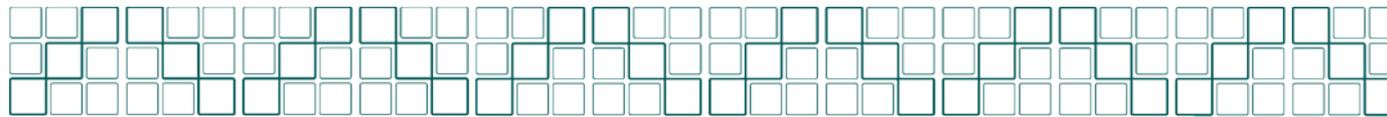


	CV	Résumé
What?	Full professional and educational history	Summary of experience and skills
Length?	No limit, but don't pad	~ 1 to 2 pages
Uses?	Academic and gov't research positions	Almost every other type of job
Publications?	Yes – all of them	None, or a select group
Modified to fit the job?	Not much	Yes – very much so
Content vs. style	Content over style	Both style and content matter



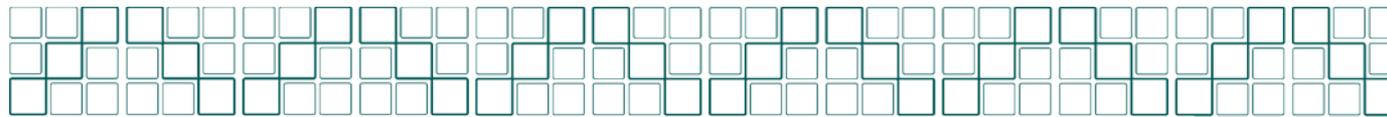
Sample Résumé Sections

- Summary of qualifications
 - Contact information
 - Education
 - Research /Employment History
 - [Post-grad education]
 - Certifications/Licensures
 - Teaching/Mentoring
 - Leadership
 - Honors and awards
 - Service
 - Memberships
 - Grant support
 - Major invited speeches
 - Patents/Inventions
 - Publications
 - Technical skills
- * Not exhaustive; order can vary; section titles can be personalized



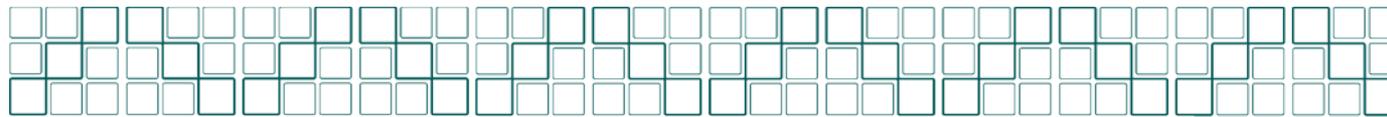
Summary/Objective Statement

- Typically only for resumes
- First (and easiest) place to adjust for job ad
- ~~■ Seeking a responsible position in an industry lab doing cancer research.~~
- Cancer Biologist with 10 years of experience managing multiple projects in the following areas:
 - 6 years experience in mouse models of prostate cancer
 - 4 years experience in yeast as a model system for cancer genetics
 - Supervision of lab personnel
 - Management of lab budget



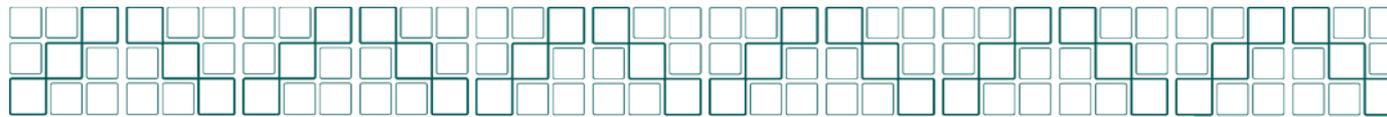
Skills and Techniques

- Not a laundry list!
- Keep computer filters in mind
- Organize
 - **Biochemistry:** protein purification, Western blotting, *in vitro* cell-free extracts, spectroscopy, electrophoresis
 - **Cell biology:** cell culture (bacterial, insect, mammalian), flow cytometry, immunofluorescence
 - **Microscopy:** light microscopy, epifluorescence microscopy, confocal microscopy
 - **Molecular biology:** gene cloning (prokaryotic and eukaryotic), PCR, Southern blotting



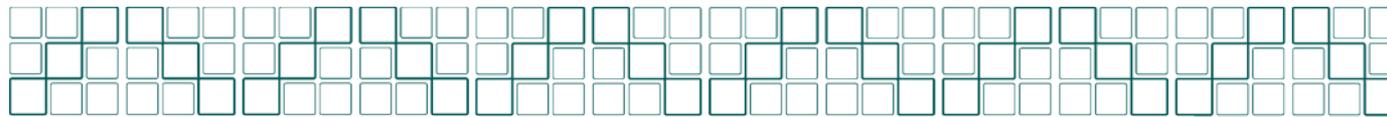
Communication Skills

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



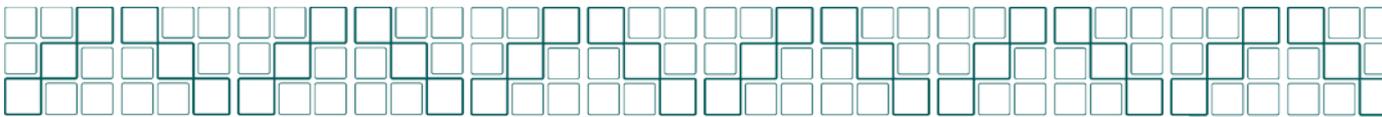
Translating Your Transferable Research Skills

- Editing
- Speaking effectively
- Writing concisely
- Identifying problems
- Identifying resources
- Gathering information
- Solving problems
- Setting goals
- Analyzing
- Evaluating
- Managing collaborations
- Mentoring/supervising
- Delegating responsibility
- Teaching
- Motivating others
- Organizing
- Attending to details
- Initiating new ideas



Questions to ask yourself

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



DO NOT INCLUDE

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

- REFERENCES



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

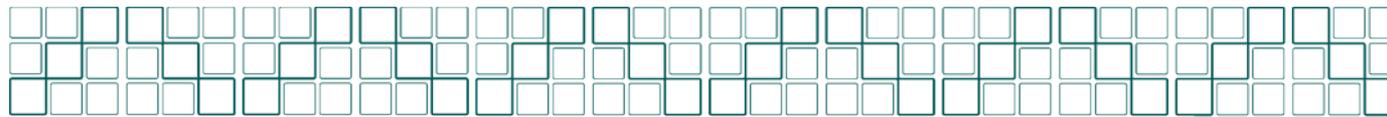
- SAY “My duties included” or “I was responsible for...”

* Unless Federal Resume



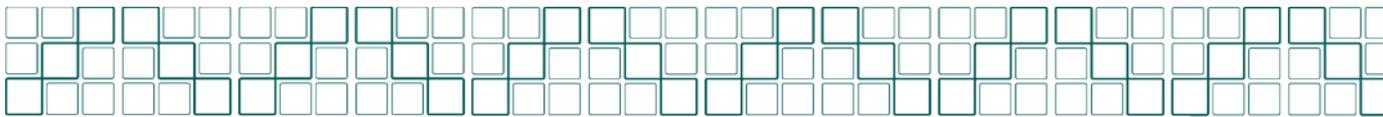
General Thoughts

- Keep a master activities/accomplishments document as you go along
- There is no template, but your document must be clean, crisp, and easy to read
- Real estate matters –put most important things at the front
- Double and triple-check for typos
- Lots of eyes are helpful –your faculty, mentors, colleagues
 - But appreciate opinions will vary and data argue that there are many “right ways”
 - Best opinions are from “insiders” with a lot of experience



Cover Letters

- *ONE PAGE* in business letter format → 3-4 Paragraphs
- **First Paragraph:**
 - How you found the job
 - Why you are interested in the position/employer
- **Second:**
 - Why the employer does good work (homework)
 - How you best fit the position
- **Third:**
 - Highlight most relevant skills with examples from resume
- **Fourth:**
 - Interesting in interviewing
 - Follow-up
 - Thank them for their consideration



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

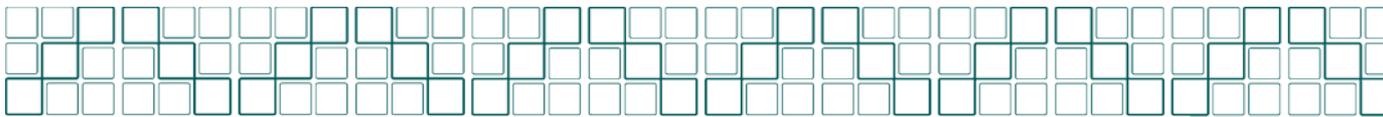
Dr. Sherryl Rockefeller
Program Director
Education Nonprofit
Anytown, USA 00001

**Postdoc Applying to
Non-Bench Position**

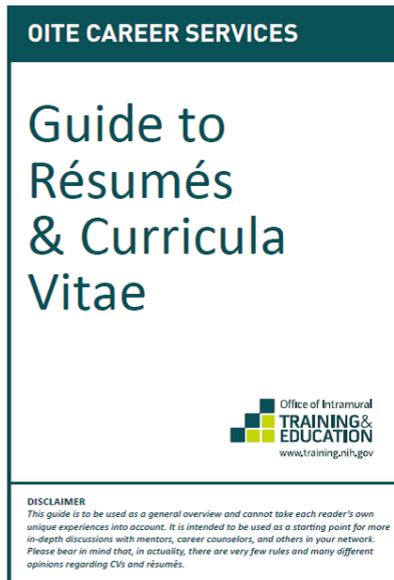
Dear Dr. Rockefeller:

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



Resources – 2 Must Read Blogs

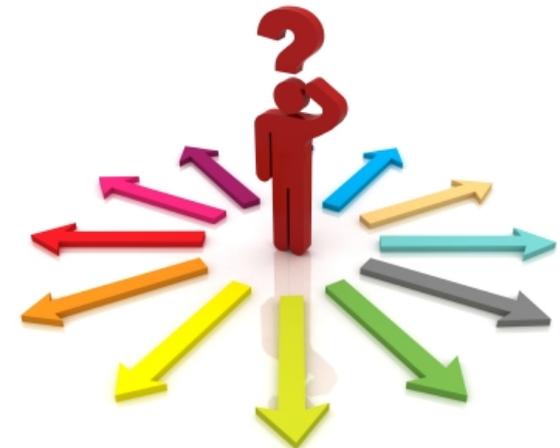


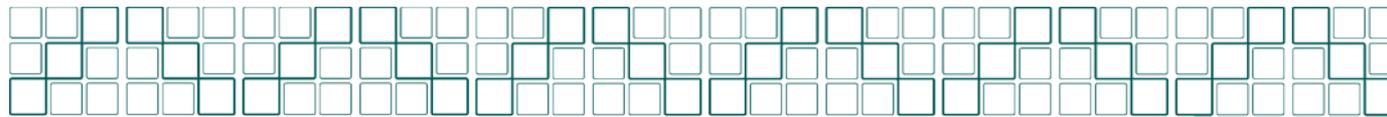
Resume/CV Guide

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

What Are My Transferable Skills?

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



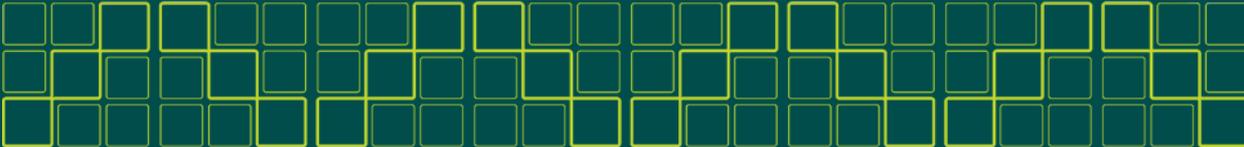


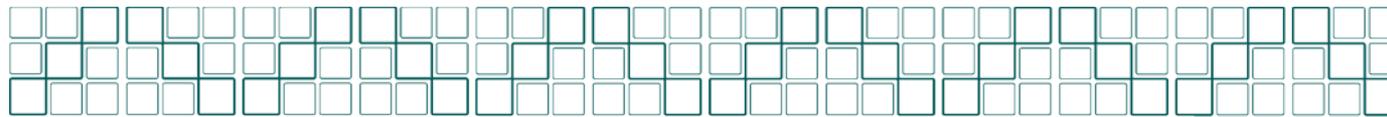
More Resources

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

Using LinkedIn for Career Success

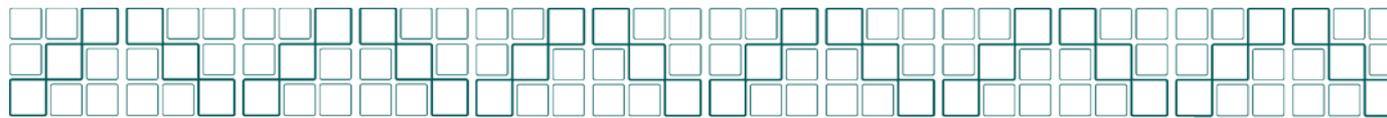
Phil Ryan, PhD
Director of Student Services
Graduate Partnerships Program





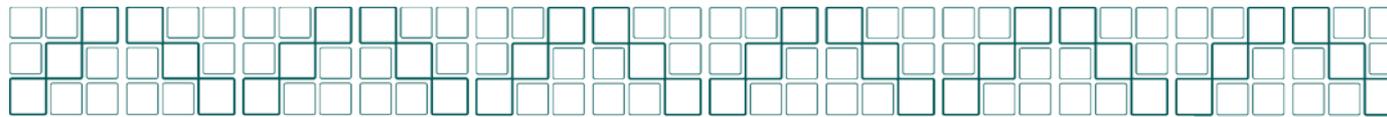
Use LinkedIn to...

- Find a job
 - Job postings
 - Networking
- Prepare to apply
 - Information on the company or position
 - Networking
- Not hurt your chances
 - Manage your profile
 - A picture is worth a thousand words...
 - Mind your netiquette



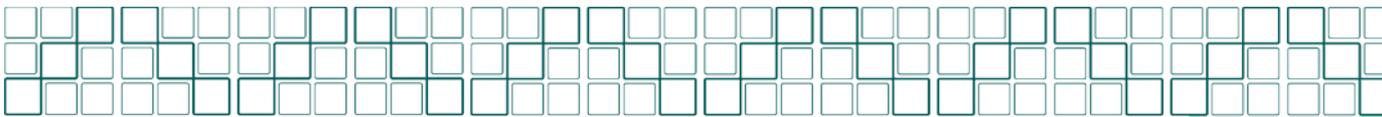
What should a LinkedIn profile look like?

- Summary
- Experience
 - Sometimes combined with summary
 - Outline format – No paragraphs!
- Education
- Publications
- Languages
- Projects
- Watch out: Keep 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.
- Make sure it is relevant to people outside your organization
- Summary should reflect who you are and what you want. Sell yourself!
- All university and professional affiliations



LinkedIn Profiles



Philip Ryan

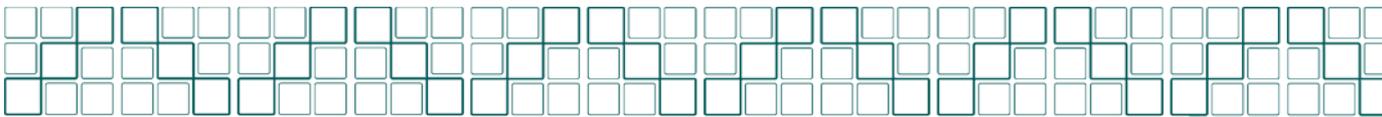
500+
connections

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 user information (Philip Ryan | Add Connections). 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...".

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.

Activity Summary:

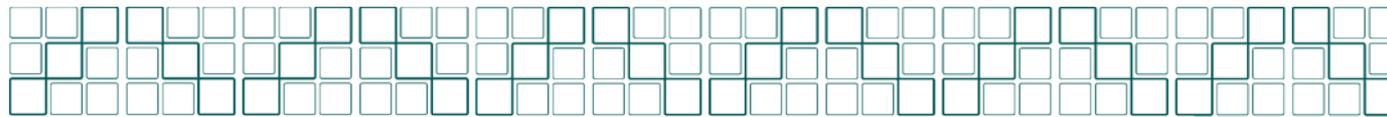
- 5 Your profile has been viewed by 5 people in the past 7 days.
- 24 You have shown up in search results 24 times in the past 7 days.

Philip's Activity [edit](#)

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

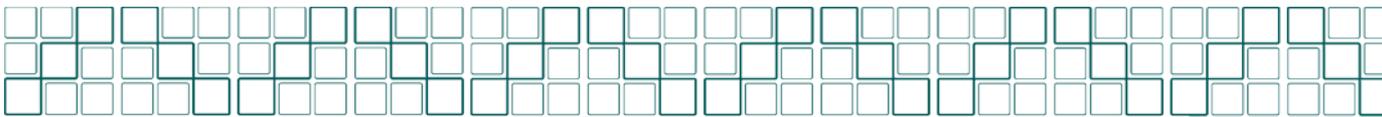
This post was written by guest blogger Pat Sokolove, PhD, Deputy Director, OITE; AAAS Policy Fellow, 2003 – 2005; Health, Education, & Human Services Selection Panel



LinkedIn Profiles

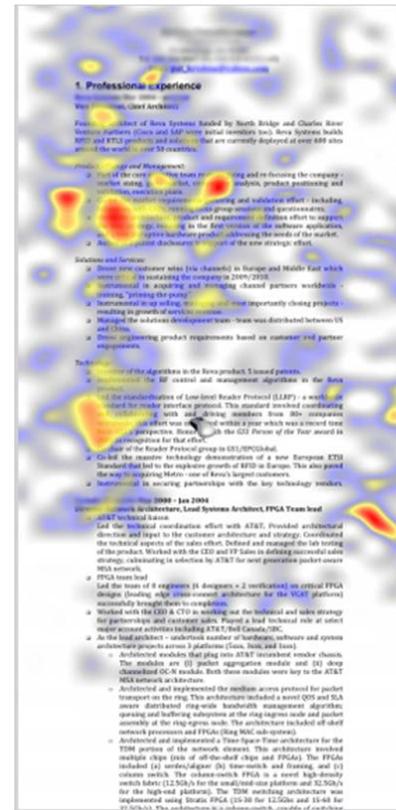
- Why I love my job:
 - 1) I work with both established investigators and some of the brightest students in the world
 - 2) I help students reach their career and scientific goals.
 - 3) I work with trainees at all levels from high school through postdocs.
 - 4) I see great science, meet great scientist 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!

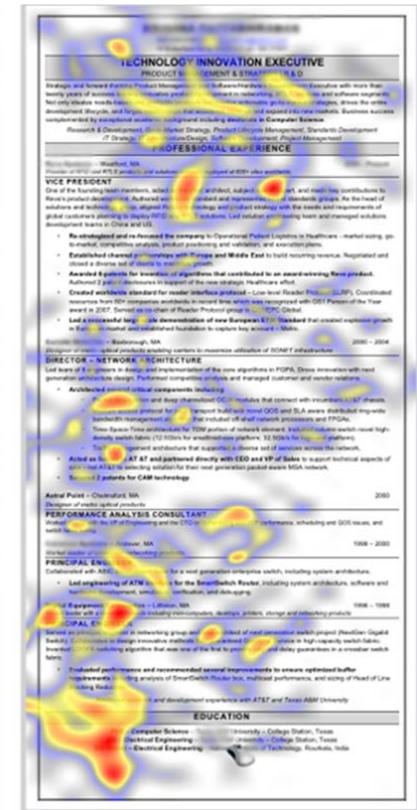


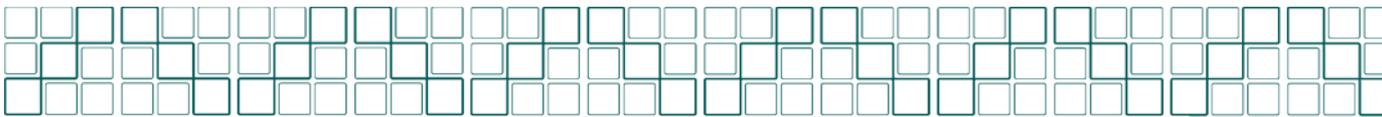
Keywords, Sections and Outlines

- 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?

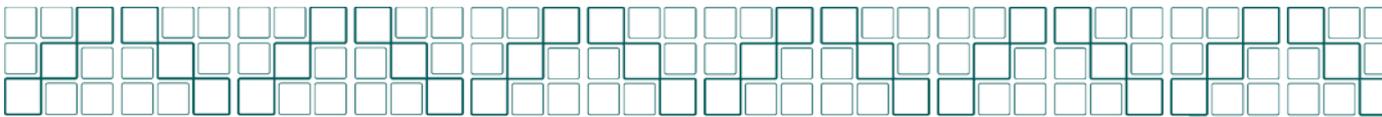
You're invited to apply for inclusion in the Worldwide Executive Registry

[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](#)

■ Megan,

 **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

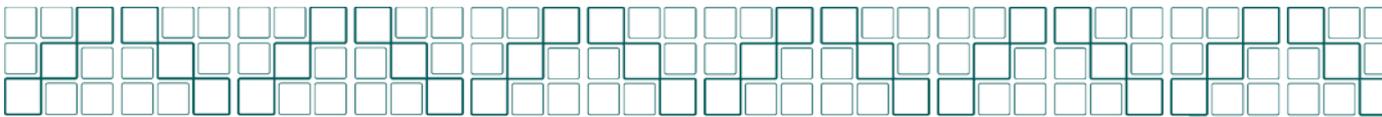
Include a personal note: (optional)

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

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

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

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.



 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

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

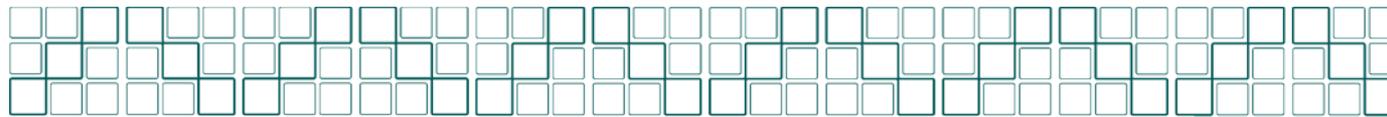
[Send Invitation](#) or [Cancel](#)

■ Mr. Person,

I am interested in the position of [Position Name] in your office. I have read a couple pieces you have published and really like you take on career development. I hope we can link in to share resources and network.

Best,

Phil Ryan

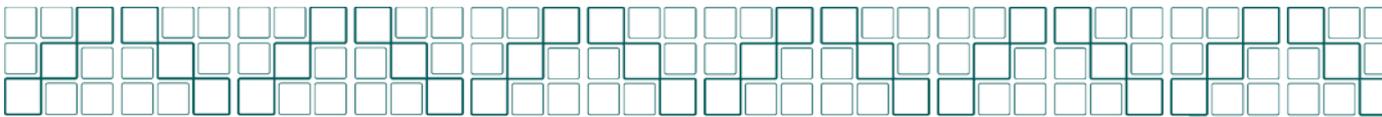


Tips for job success online

- Tailor your profile to the job you want, not the one you have
- Highlight your successes
 - Status updates
 - Publication lists
 - Projects/videos/presentations
- Provide regular and informative updates
- Ask the right people to join your network
 - Engage people in your network
 - Help those in your network

How I Used LinkedIn To Get a Hiring Manager's Attention

<http://oitcareersblog.wordpress.com/2014/04/02/how-i-used-linkedin-to-get-a-hiring-managers-attention/>



Search for people, jobs, companies, and more...



Advanced



13



This is what your profile looks like to

[Connections](#)

[Return to your profile](#)

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.

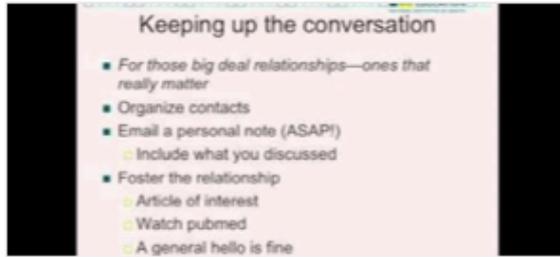
▶ 2 projects

▶ 2 honors and awards

▶ 4 courses



What Admissions Directors Think About Getti...



Establishing and Maintaining Networks

People Similar to Philip



Yvette Pittman 2nd

Associate Director, Intramural Office of Educa...
 Connect

Advertise on LinkedIn



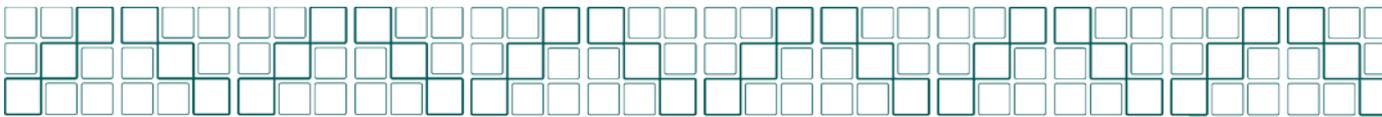
Transform your smile!
 Best service, genuine care and results that exceed expectations!



Flexible MEd Program
 Convenient, Online Master's in Special Education Program. Learn More Now!



School Counseling Future
 Where is school counseling technology headed? Download



LinkedIn Profiles



This is what your profile looks like to Public to forge a great student community

- 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.

[Return to your profile](#)



Patricia Sokolow
 National Institutes of Health



Frank Comer
 Scientist at MedImmune

Advertise on LinkedIn



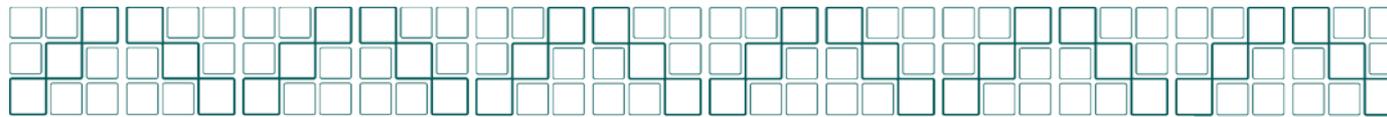
OPT Internships Available
 US internships for international students. Learn more about open positions!



Change the World
 A career in international relations helps communities globally. Learn more.

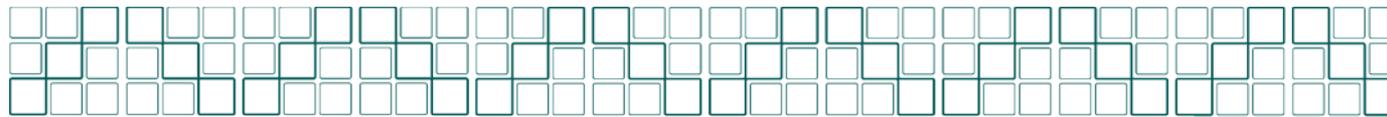


Master of Public Health
 Earn Your MPH 100% Online From #1



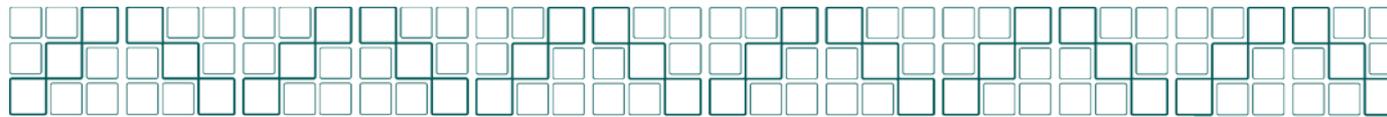
Getting more out of LinkedIn

- Join more groups (have “access” to member/info jobs etc.)
 - University
 - Science related
 - Professional societies
 - Professional Interests
- Update your status
- Maintain your network
 - Endorsements (Relevance matters!)
 - Recommendations (It’s a two way street)



Getting more out of LinkedIn <cont>

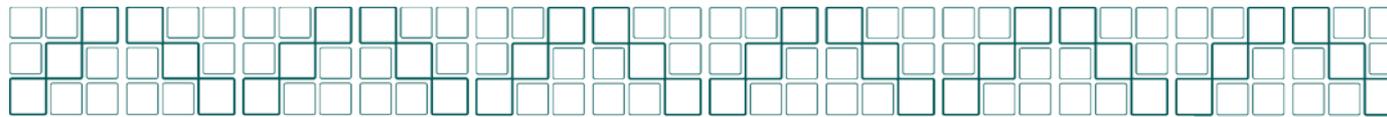
- Use it to connect with people in person
 - Informational Interviews
 - Reconnect over coffee
- The more you use it, the better it works!
 - Ask thoughtful, professional questions to your groups
 - Comment on industry-specific articles
 - Utilize the job search function
- Mind your netiquette:
 - Engage professionally
 - Don't begin by asking for a job
 - Be mindful of how you treat others.



LinkedIn Resources

- 24 LinkedIn Rules You May Be Breaking
 - <http://www.businessinsider.com/linkedin-rules-you-might-be-breaking-2015-4>

- OITE Careers Blog posts on LinkedIn
 - <https://oitecareersblog.wordpress.com/?s=linkedin>



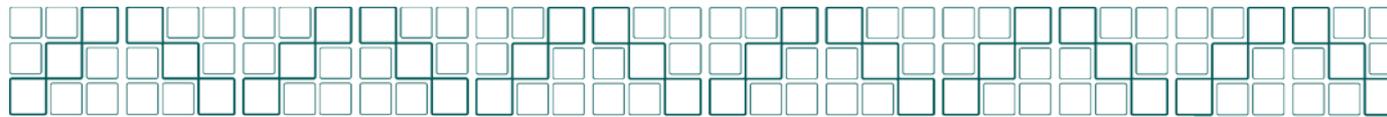
More resources

- 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

Enhancing Your Résumé / CV

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



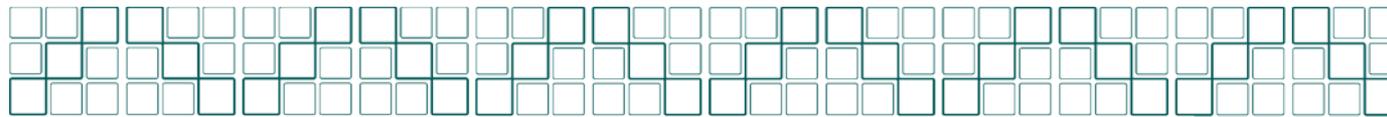


What's in a CV?*

- Contact information
- Education
- [Post-grad education]
- Certifications/Licensures
- Employment history
- Teaching/Mentoring
- Leadership
- Administrative Experience
- Honors and awards

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

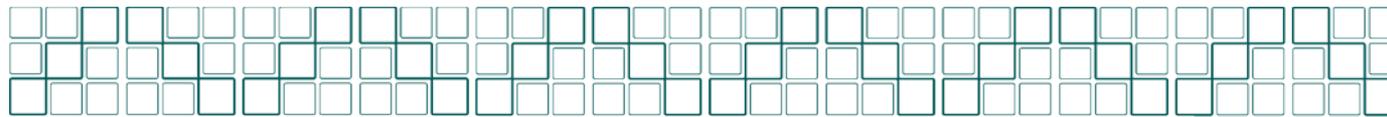
* Not exhaustive; order can vary; component titles can be personalized



Sometimes We See This CV

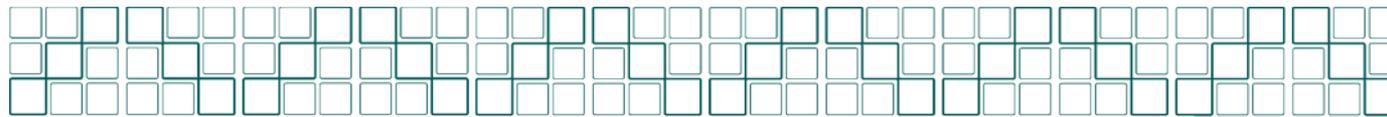
- Contact information
- Education
- Research Experience
- Honors and awards
- Memberships
- Publications

How do you figure out what sections you need to add?



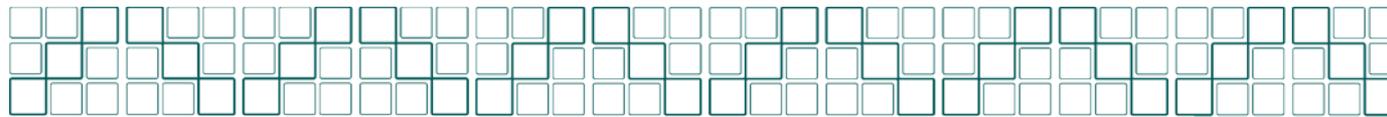
Developing Your Skill Set

- Decide what positions might interest you.
- Do **informational interviews**; ask
 - What skills do you use in your job?
 - What experience do you WISH you had?
 - What do hiring managers in your area look for?
- Identify the **transferrable skills** you already have.
- Get the additional skills you need.



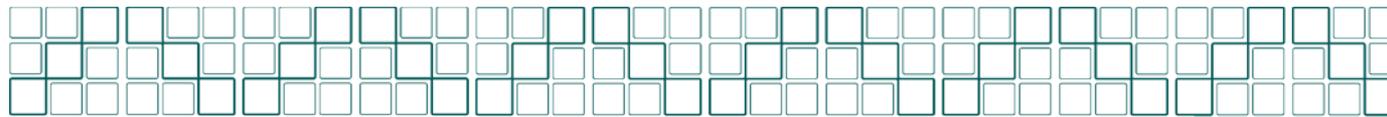
Transferrable Skills

- Event/program management
- Writing/editing
- Public speaking
- Leadership
- Collaboration, working as part of a team
- Policy experience
- Administrative experience
- Teaching



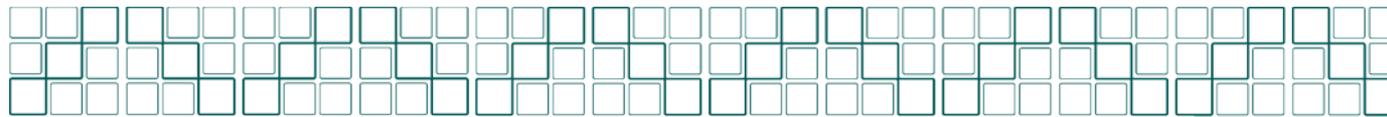
Improving Your CV Is Not the ONLY Reason to Develop New Skills

- Try out “careers”
- Stretch: step out of your comfort zone to try something new
- Network
- Be ready for wherever your career takes you!
- Achieve some professional balance*
- Contribute something (satisfy your values)



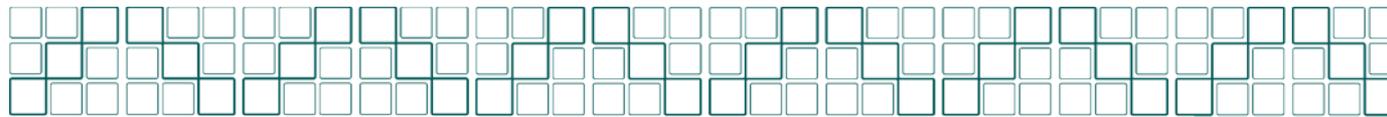
How Can You Acquire New Skills?

- Fellows Editorial Board → writing, editing
- Article submission (*Catalyst*) → writing
- Organizing committee (IC Retreat, Career Symposium, Graduate Student Retreat) → event planning
- Young Scientists' Committee of a professional society → administrative experience
- NIH SIG → collaboration; networking
- Science fair judging → science outreach
- Volunteer at the Smithsonian → science outreach



How Can You Acquire New Skills? ||

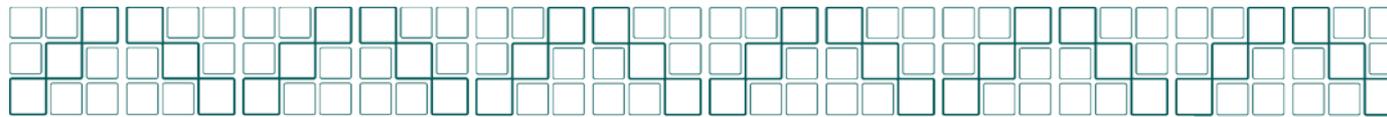
- NIH Science Policy Discussion Group → policy
- **Volunteering with an advocacy group**, e.g., Parkinson's Action Network → policy
- **Student government** (Felcom, GSC) → leadership
- FARE abstract judging → grant reviews
- Supervising a summer intern or postbac → mentoring
- **Teaching a course** (FAES) → teaching
- **Organizing a journal club** → teaching



Barometer for Participation

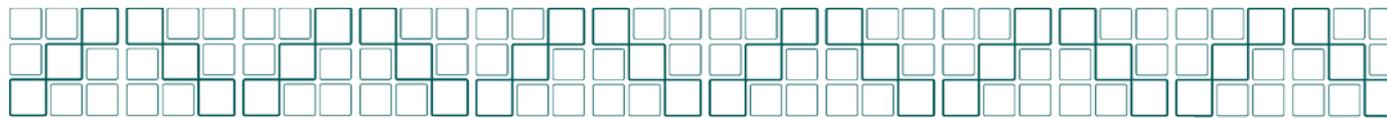
- Showing Up
- Showing Up for a Long Time
- Leadership
- Advocacy
- Innovation
- Legacy

* Courtesy, Dean of Admissions,
Stanford Medical School



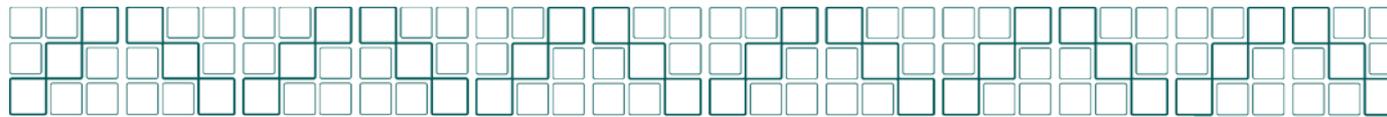
How Get “Buy In” from Your Mentor

- **DISCUSS** your proposed activities in advance:
 - Re-affirm that research is your first priority. Be specific!
 - Be clear about the amount of time you intend to devote
 - Explain how this fits with your career plans.
 - Limit absences during the work day; announce/request them in advance
- **SHOW** that these activities do not interfere with your ability to get new data or move your project forward.*
- **REMEMBER** where your priorities are: research comes first!.



How Do I Manage My Outside Commitments?

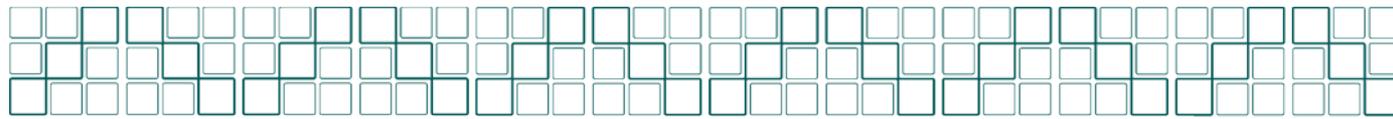
- Meet all commitments completely and on time.
- If you need to change a commitment, provide lots of warning.
- If you must miss a meeting, use e-mail to catch up.
- If you **MUST** step away, do so in a professional manner.



Building Skills Isn't Just Something for *Trainees* to Do.

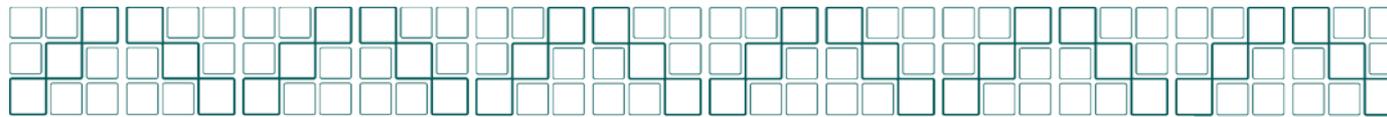
Look at the senior scientists around you. How many are doing what they did as postdocs?

- Academic jobs involve teaching, managing staff, etc.
- People, even researchers, move into administration.
- Investigators are invited to serve on committees and panels of all sorts.
- A career move can look inviting (or become necessary) at any time.
- Times – and jobs – evolve.



The Bottom Line

Life-long (skills) learning:
It's good for your career!



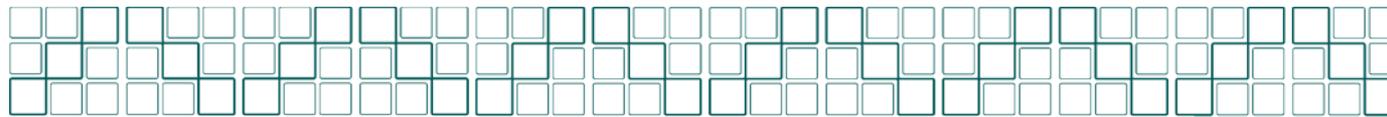
More resources

- 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, Pat Sokolove, sokolovp@mail.nih.gov

Finding Your Perfect Postdoc Experience

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





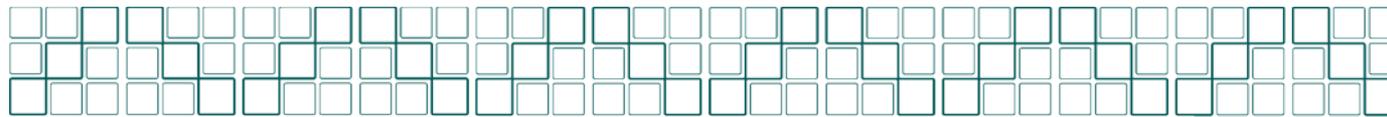
How does being a postdoc differ from being in grad school?

- 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...*



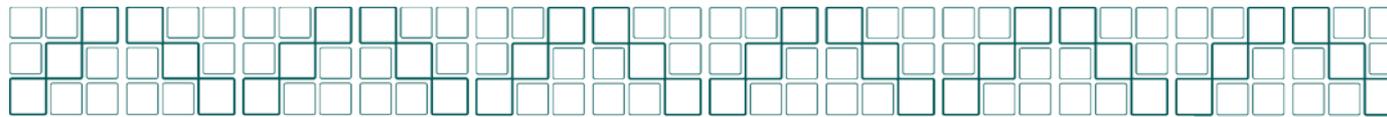
What to look for in a postdoc opportunity

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



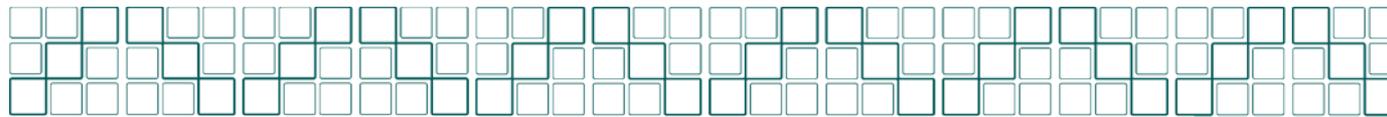
Finding the right advisor

- 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



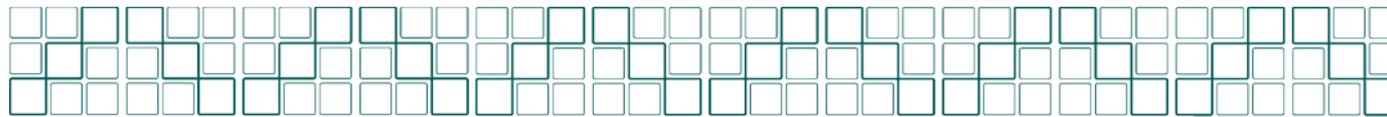
What does an advisor expect from you?

- 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



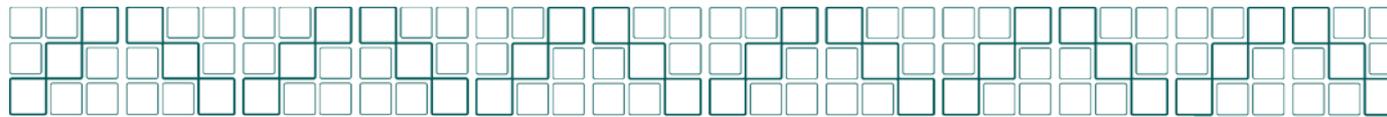
The Research Group/Labmates

- 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?



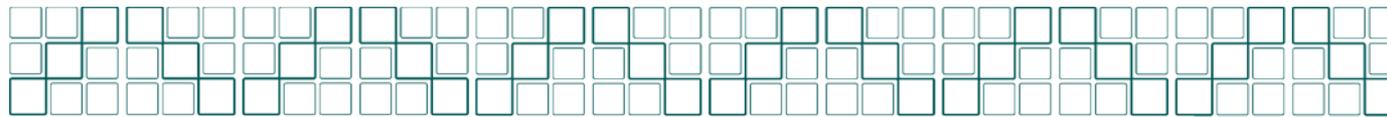
What to look for in an institution

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



Location, location, location

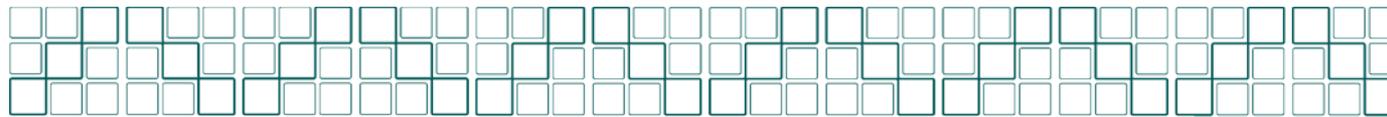
- Where do you want to live?
- Family considerations
- Money



Find an additional mentor

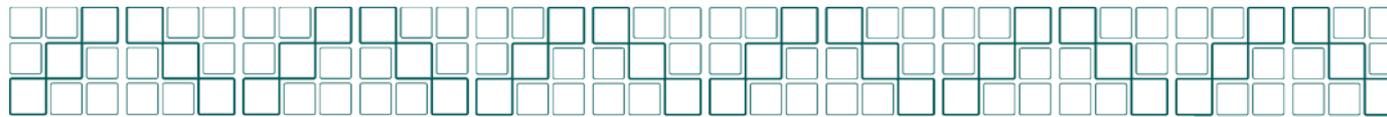
- Career
- Science

- *This does not mean have another boss!*



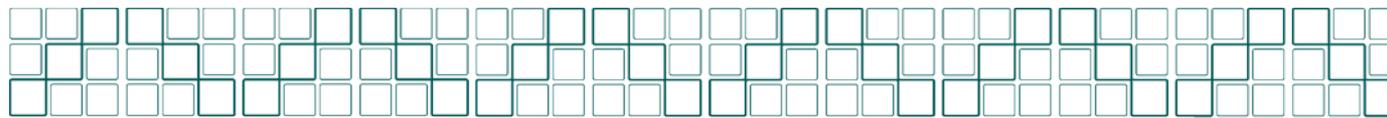
How do I find a postdoc lab?

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



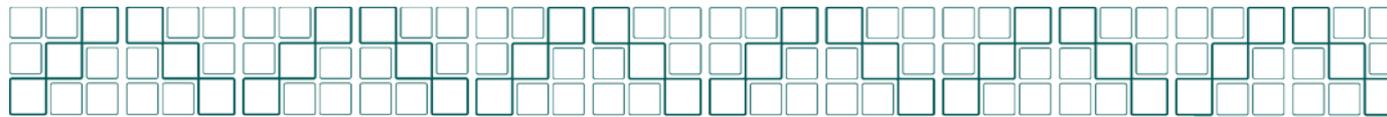
Other items to consider

- 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?



Applying to a postdoc position

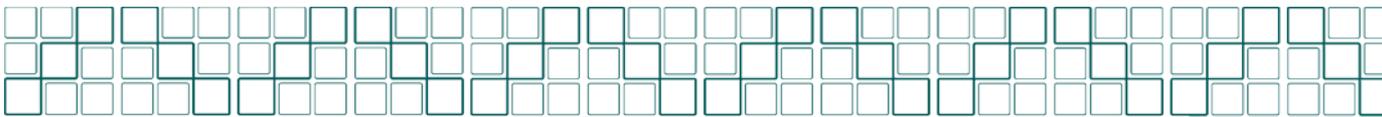
- It's never too early to network and set the foundation for working with someone
- For a grad student, serious inquiries/applying 6-12 months ahead of your defense is appropriate
- What materials are involved in a typical postdoc application?
 - Curriculum vitae
 - Personal statement of research interests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



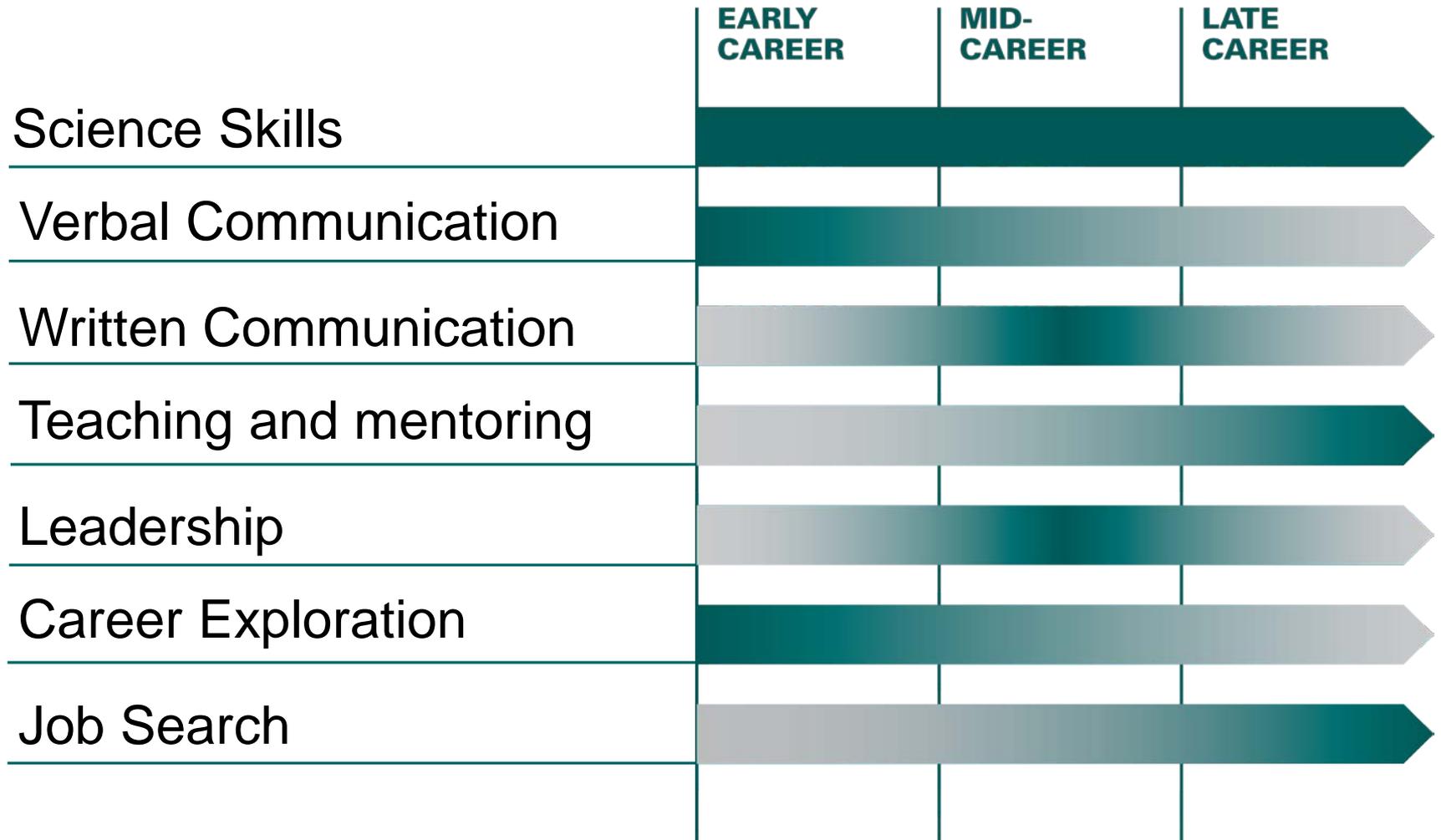
NIH Postdoctoral Programs

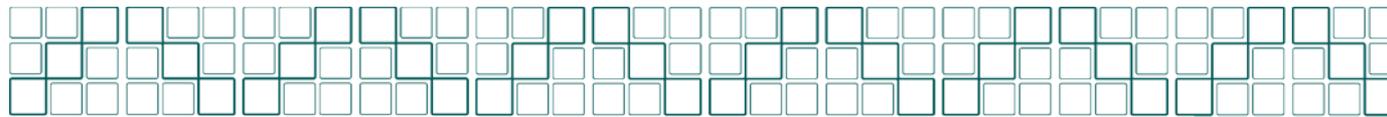
- Positions in basic, translational and clinical research. About 4000 postdocs at NIH!
- For US citizens and foreign nationals
- Must be within 5 yrs of receiving doctoral degree
- Standard maximum fellowship of up to 5 yrs, though potential for additional Research Fellow appointment for up to 3 more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

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



Planning Your Time



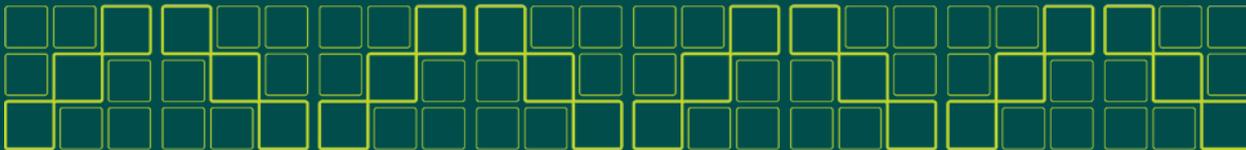


More Resources

- 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

Planning For Career Satisfaction & Success

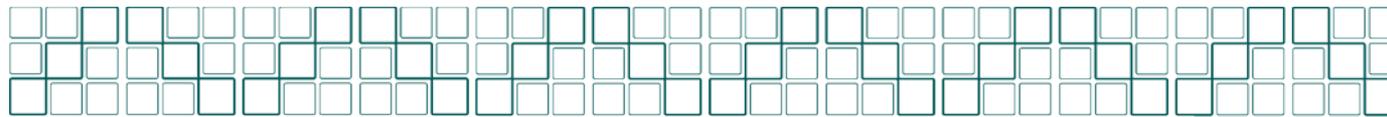
Sharon L. Milgram, Director NIH OITE
milgrams@od.nih.gov





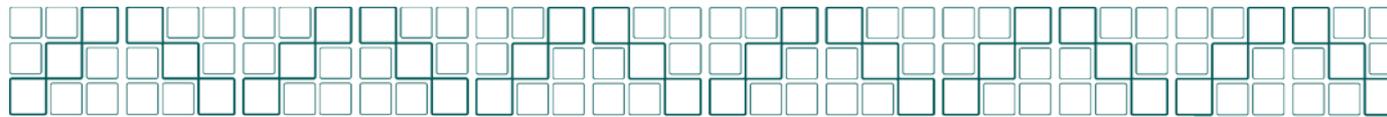
My Career Path

- 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?

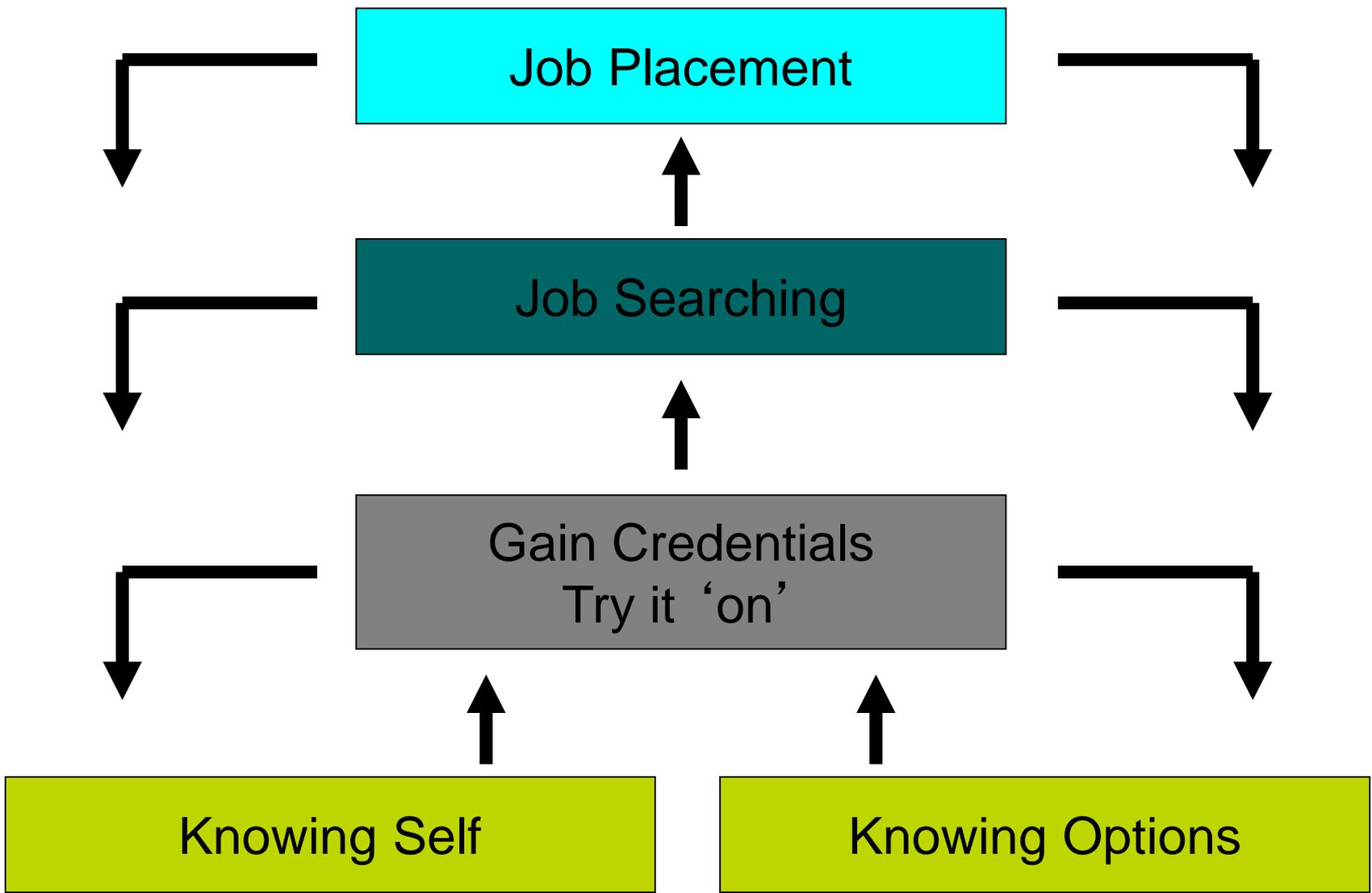


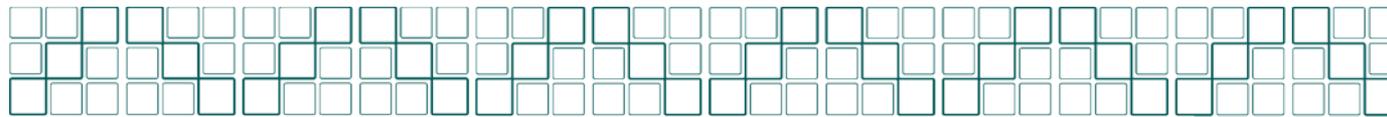
First Principles of Science Careers

- 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



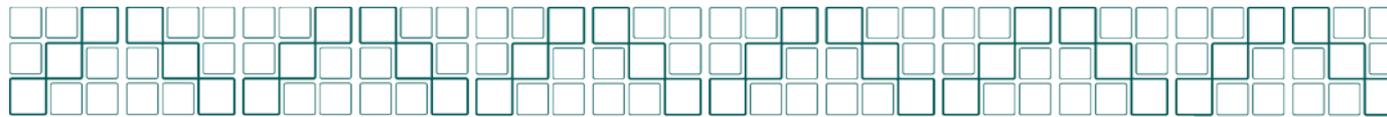
Elements of A Job Search





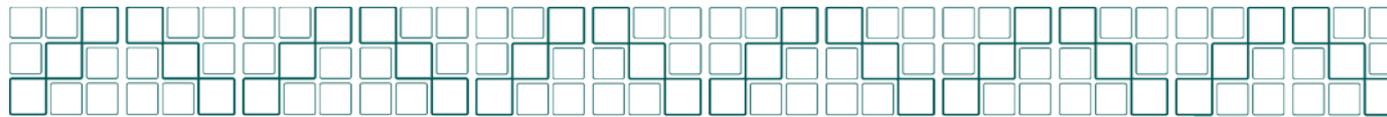
Options Knowledge Means Understanding:

- 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



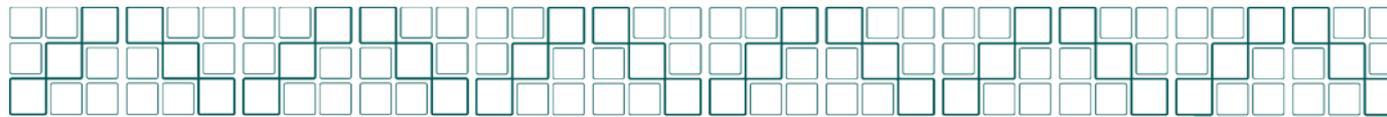
Major Categories of STEM Careers

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



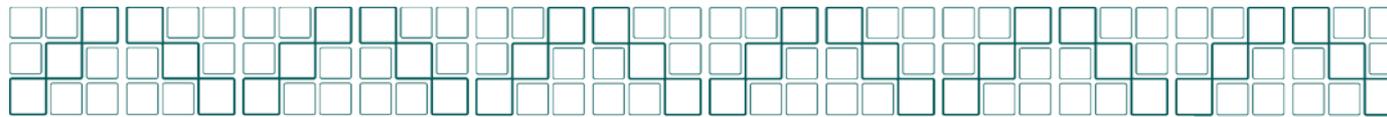
Gaining Options Knowledge

- 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>



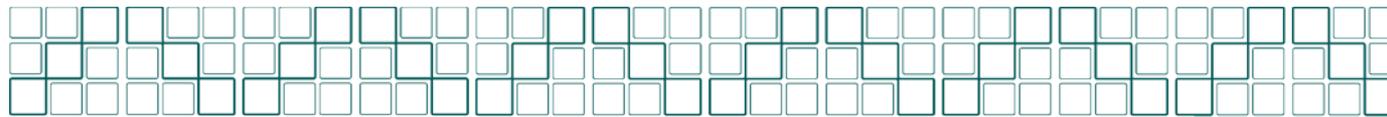
What To Explore on Informational Interviews

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



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

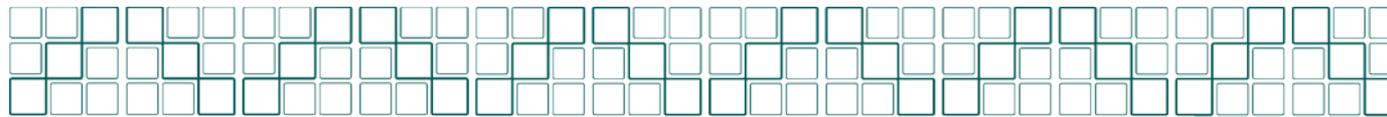


Example 1

Dear Dr. Milgram:

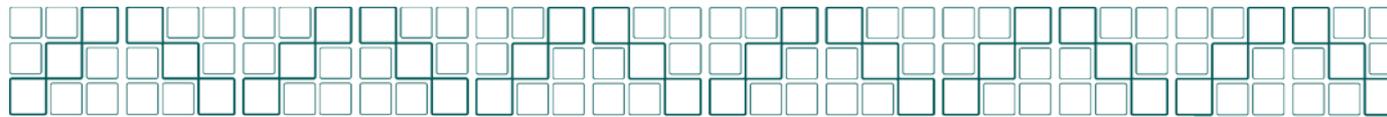
Dr. XXXX suggested I contact you because of your experience in science education at NIH and in an academic setting. I am a fellow here at NIH and I am very interested in transitioning from my current position to one where I can use my communication and organizational skills to enhance science education 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,



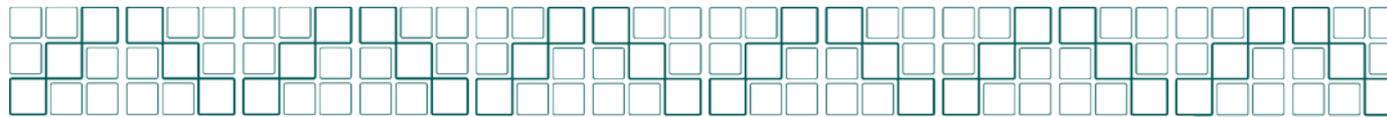
Self Knowledge Means Knowing:

- 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



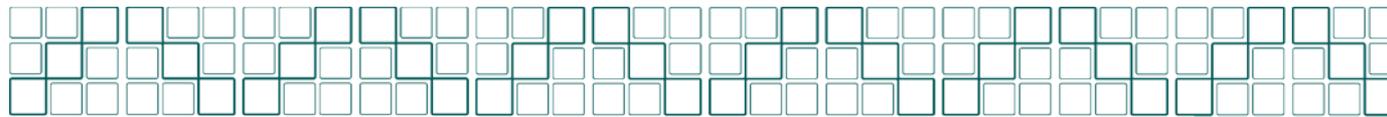
Gaining Self Knowledge

- 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



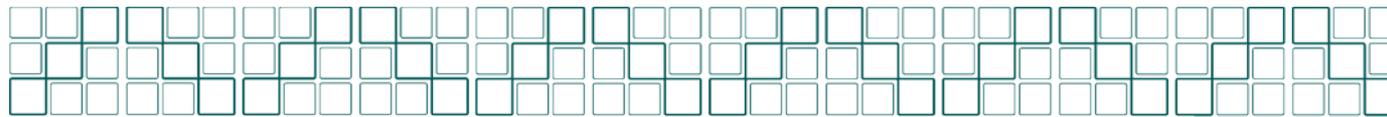
Defining Your Skills

- 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)



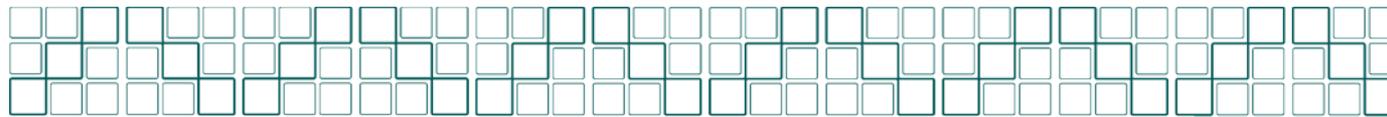
More on Skills

- 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



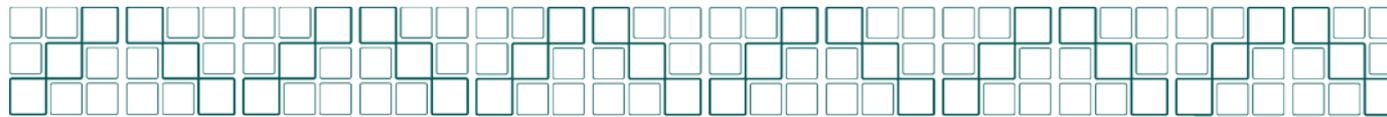
Skills You May Have

- 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



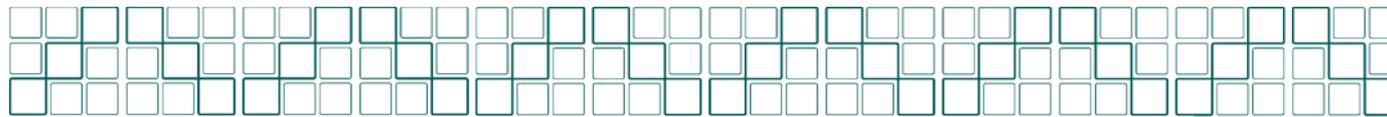
Exercise

- 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

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

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

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



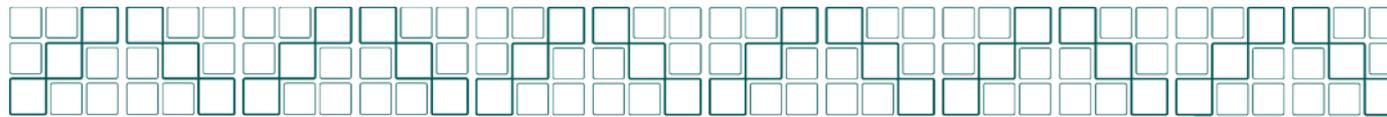
There are Big Consequences for Ignoring This Self-Reflection

- 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

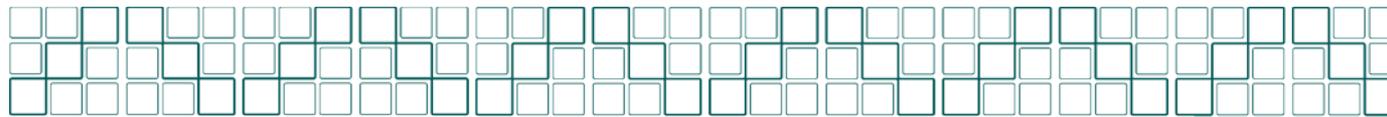
- What do we think about when we think about work?
 - Our science, in great detail and from many perspectives
 - Problems and broad areas of science/healthcare
 - Technologies, procedures and approaches
 - Communicating outcomes and results
 - People as individuals
 - Teams, groups and management
- If 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

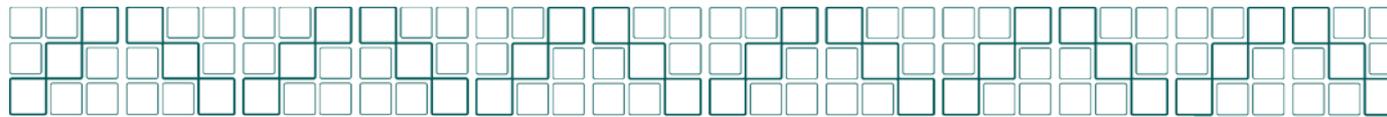
MY HIGHLY DEVELOPED SKILLS	SKILLS NEEDED FOR _____ POSITION
1.	1.
2.	2.
3.	3.
4.	4.

- 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?



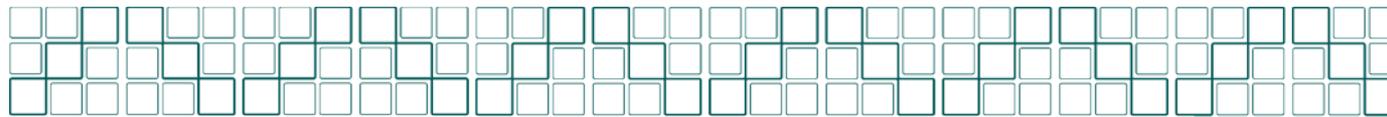
Getting the Experiences You Need

- 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



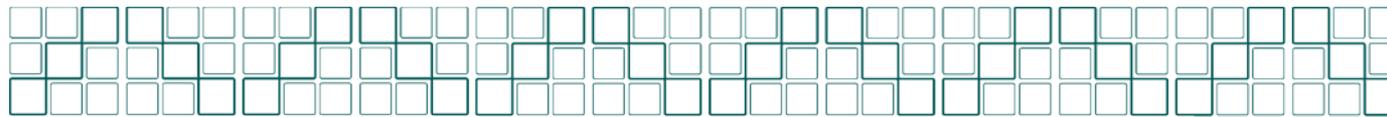
Getting Buy-In

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



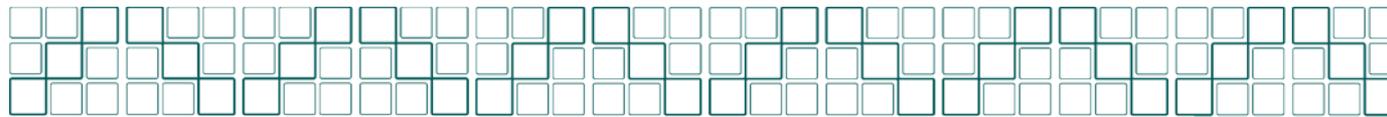
Some Fundamental Truths

- 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



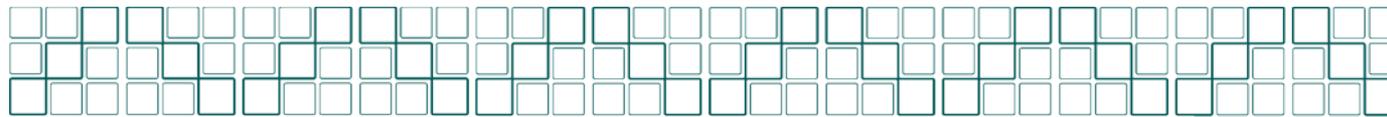
Some Themes

- 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