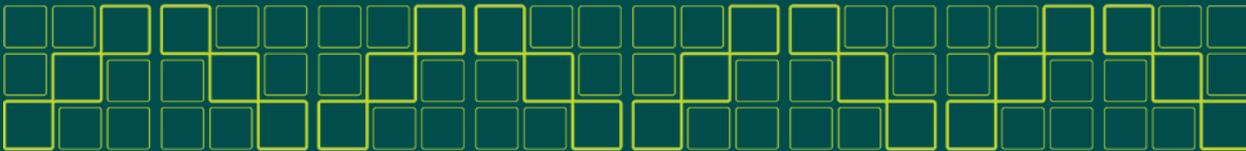
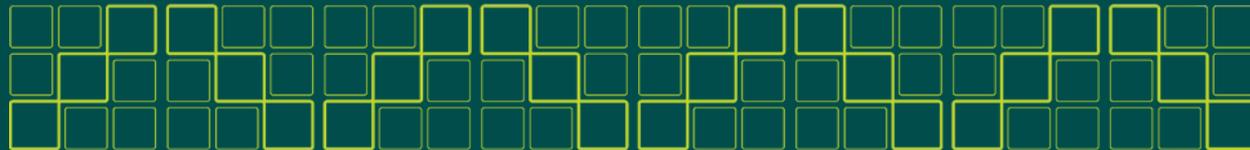

2017 NIH Career Symposium Skill Blitz Slides



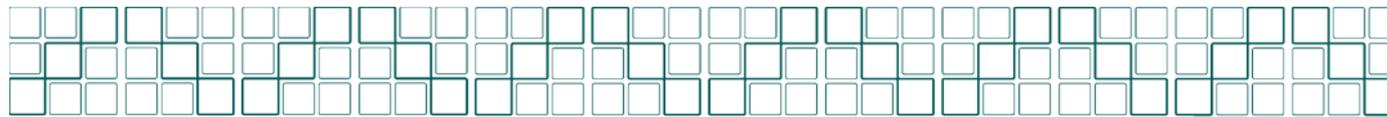
Interviewing Skills

**Anne Kirchgessner
Career Counselor**

NIH Office of Intramural Training & Education

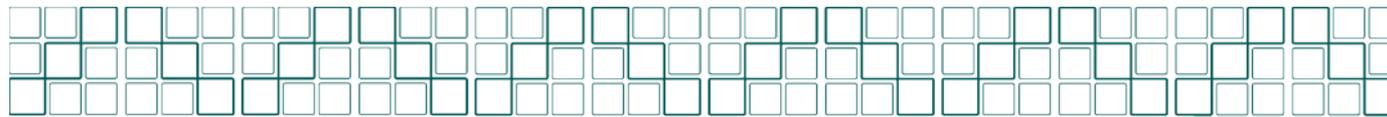


NATIONAL INSTITUTES OF HEALTH



The Interview is a Two-way Street

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



Key to Successful Interviewing is Effective Preparation

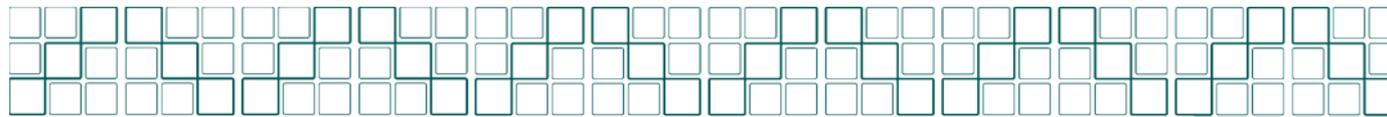
Prepare by:

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



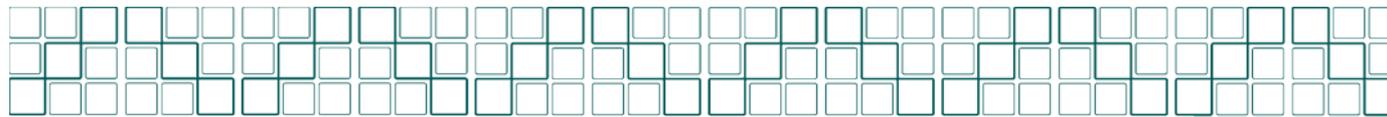
Researching the Job and Company

- Employer's website
- Network – use LinkedIn, professional and alumni networks
- Library resources
- Current employees ***
- Other professionals in the field



Understand Interview Formats

- One to one
- Panel
- Telephone
- Skype



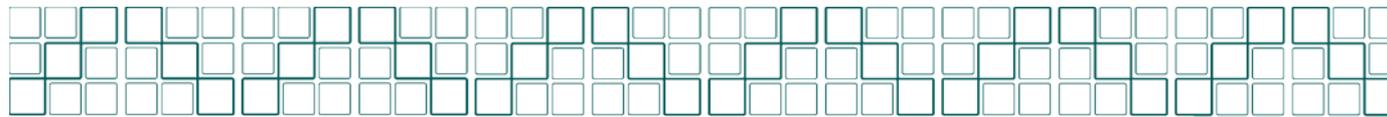
Prepare for Opportunity Questions

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



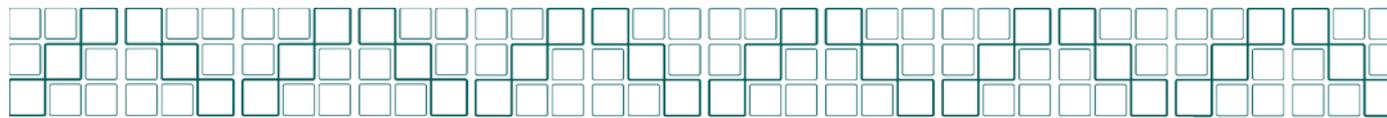
Sample Behavioral Questions

- Describe a time when you had difficulty working with a supervisor or co-worker in the past?
- Give me an example of a time when you sold your supervisor on an idea?
- Describe a project team in which you played a key role?
- Tell me about a time when you came up with an innovative solution to a challenge your lab was facing?



Preparing Your Answers

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



Situation-Task-Action-Result Technique

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



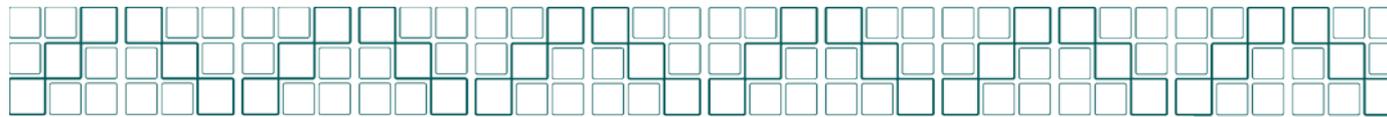
Some Questions to Ask the Interviewer

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



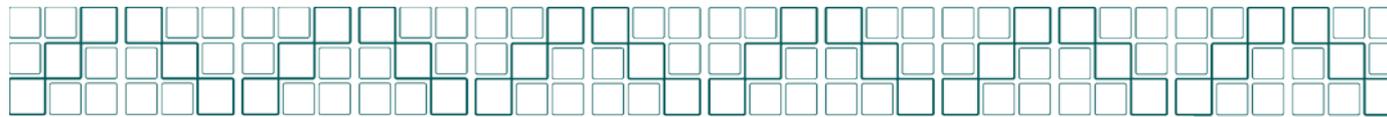
After the Interview

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



Coping with Stress

- Prepare and Breathe
- http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html
- <http://dash.harvard.edu/bitstream/handle/1/9547823/13-027.pdf?sequence=1>
(research article about power posing)



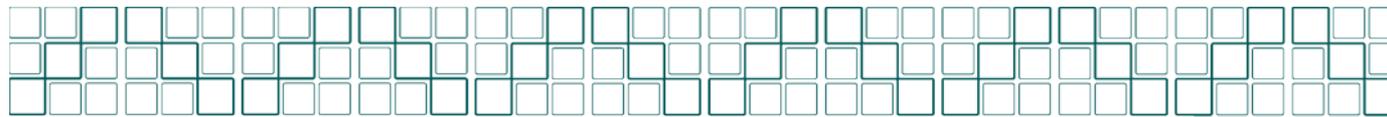
Practicing for the Interview

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



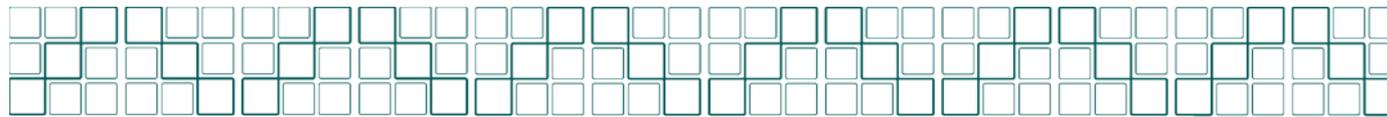
Make an appointment

- If you are an NIH fellow and want to talk more about interviewing or practice interviewing with a career counselor, please go to:
- https://www.training.nih.gov/career_services/appointments



Interviewing Articles

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



More Resources

- Watch previous OITE career workshops, including many on CVs, resumes and cover letters
- Read the OITE Careers Blog
- <http://www.training.nih.gov/>
- kirchgessnera@mail.nih.gov

Understanding the US Academic System

Pat Sokolove, PhD
Deputy Director

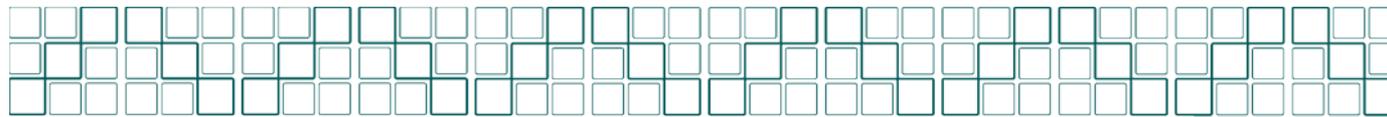
NIH Office of Intramural Training & Education
sokolovp@mail.nih.gov





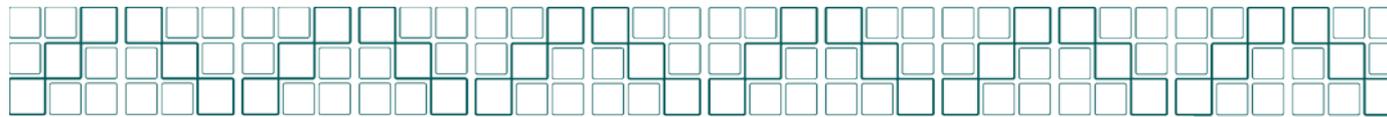
Carnegie Classification of Institutions of Higher Education

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



Carnegie Classification Subcategories

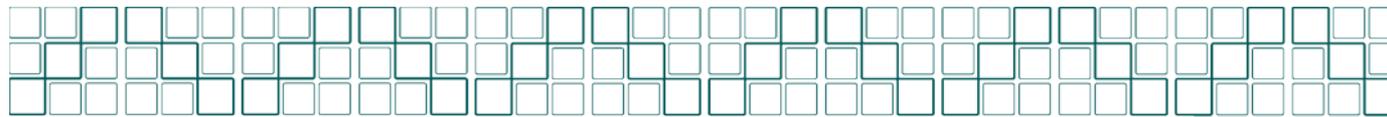
- Doctoral Universities are categorized as
 - R1: highest research activity
 - R2: higher research activity
 - R3: limited research activity
- Based on
 - Total R & D expenditures
 - Number of S & E research staff
 - Number of doctoral degrees conferred
 - Per capita (per faculty member) expenditures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



University of California-Berkeley

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

Enrollment = 37,565; public

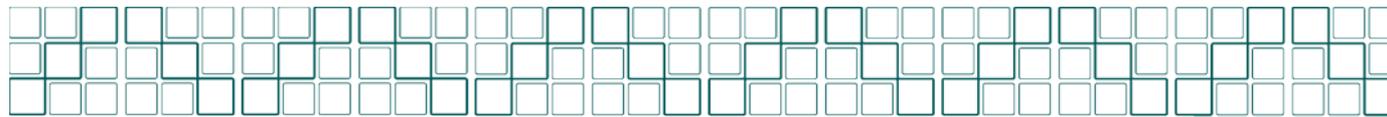


US Postsecondary Institutions

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

Carnegie Classification: 2015 Update

* Includes medical and other professional schools



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

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



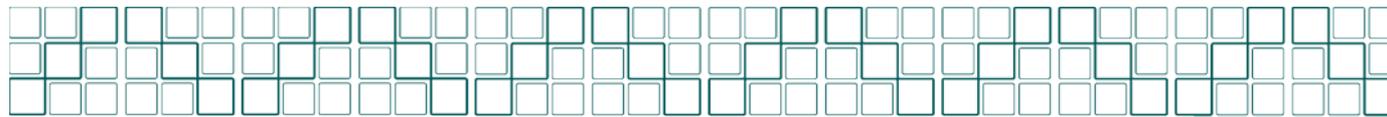
What About Jobs in Medical Schools?

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



Carnegie Classification of Institutions of Higher Education

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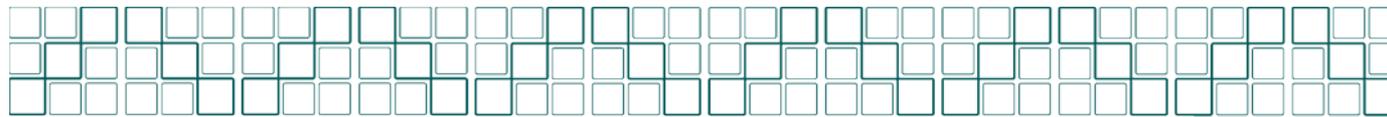
Research	Teaching	Service
Reviewing grants, manuscripts	Advising students	Committee work
Getting grants and publishing	Holding office hours	Faculty governance
Attending professional meetings		Recruiting
Supervising postdocs, graduate students		Advising student organizations/clubs
		Experiential learning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



Non-Research Intensive Institutions

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

Source: Larry Wimmers, PhD, Towson University

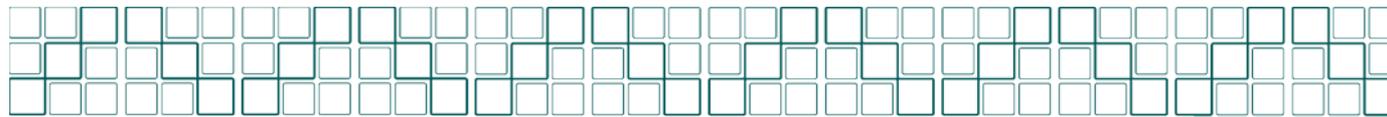


Average Salaries[#] (9 month)

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

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

* Clinical faculty salaries,



Average Salaries[#] (12 month)

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

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



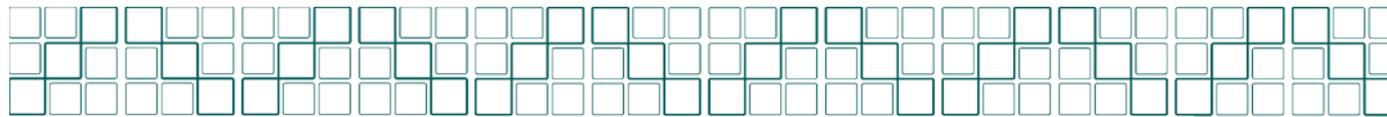
Part-time Salaries (2015-16)

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

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

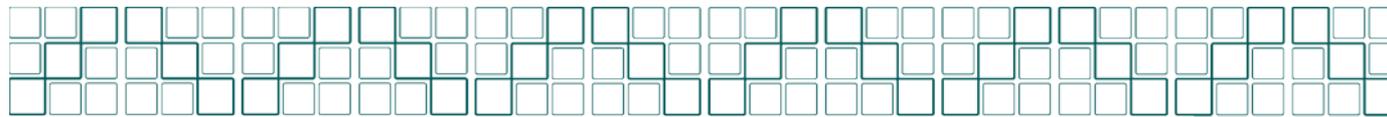
AAUP Salary Survey

Chronicle of Higher Education, Almanac 2015-16

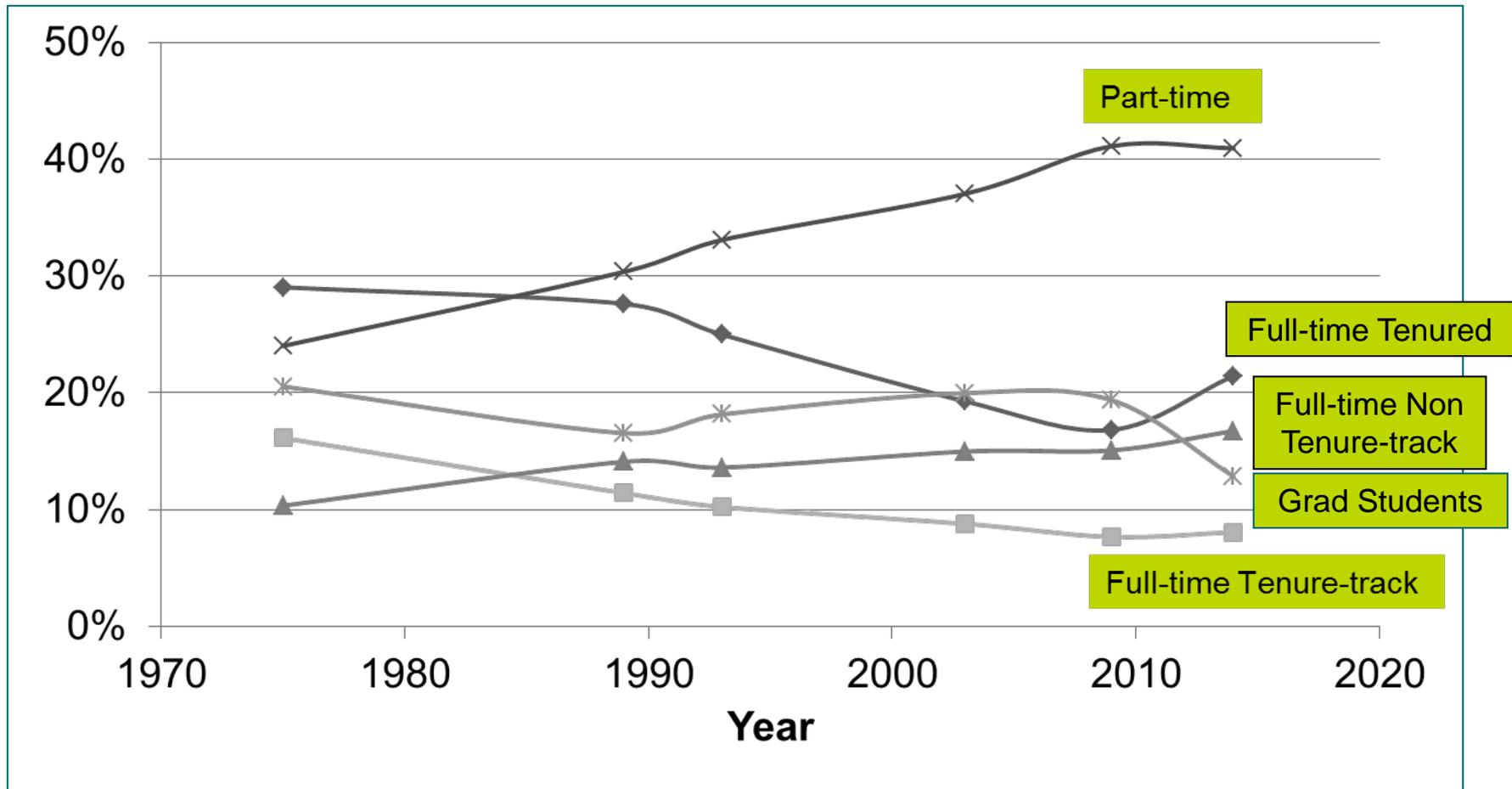


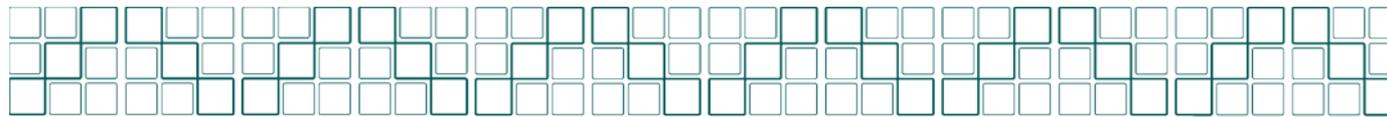
Tenure Is Changing

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



Trends in the Academic Labor Force

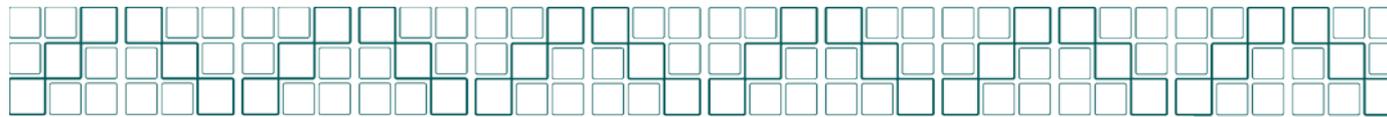




Where Do Salaries* Come From?

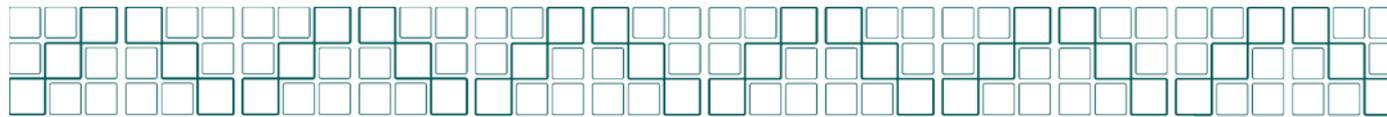
- Hard money: institutionally guaranteed salary
 - For positions that are primarily teaching
 - Generally 9 months of support
 - Can be supplemented from grants
- Soft money: obtained from grants
 - For positions that are primarily research (medical schools/research institutes)
 - Can account for all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

* Tenure or tenure-track positions



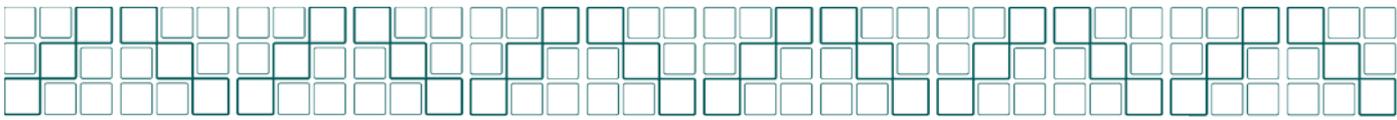
Resources

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



Keep in Touch!

sokolovp@mail.nih.gov

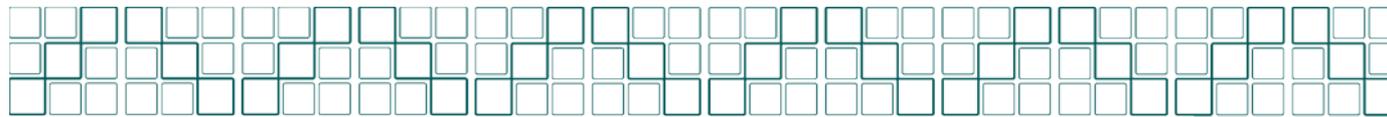




Towson University

Classification	Category
Basic	Master's Colleges & Universities: Larger Programs
Undergrad Instructional Program	Balanced arts & sciences/professions, high graduate coexistence
Graduate Instructional Program	Research Doctoral: STEM-dominant*
Enrollment Profile	Very high undergraduate
Undergrad Profile	Four-year, full-time, selective, higher transfer-in
Size and Setting	Four-year, large, primarily residential

Enrollment = 22,285; public



University of Richmond

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

Enrollment = 4,182; private, not-for-profit

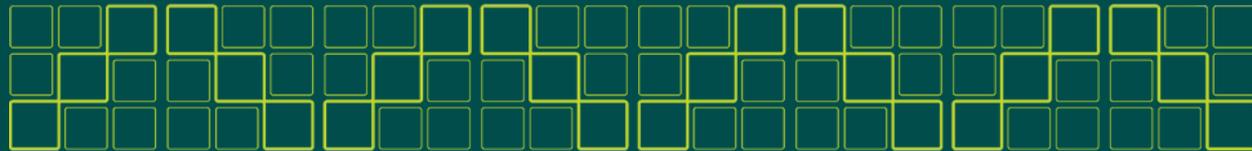
Myths and Misconceptions About *Networking* That Can Hinder You

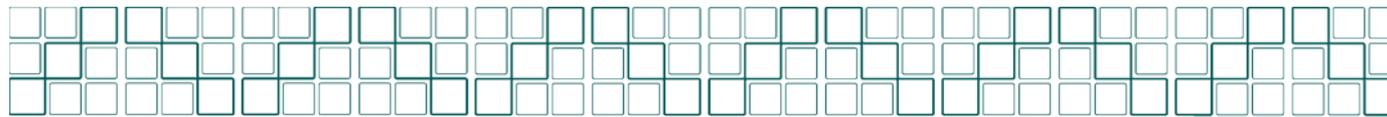
Shauna Clark, PhD
Director, NIH Academy



Myths and Misconceptions About *Networking* That Can Hinder You

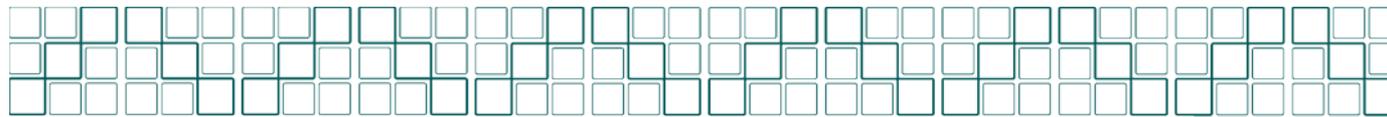
Shauna Clark, PhD
Director, NIH Academy
NIH Office of Intramural Training & Education





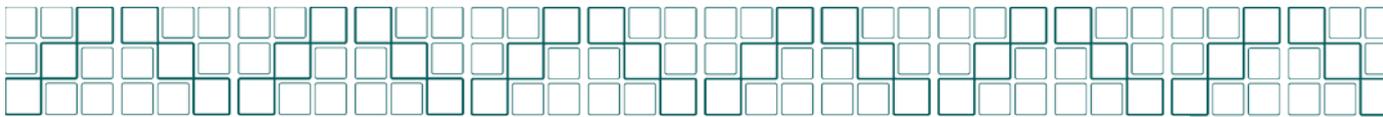
What is Networking?

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

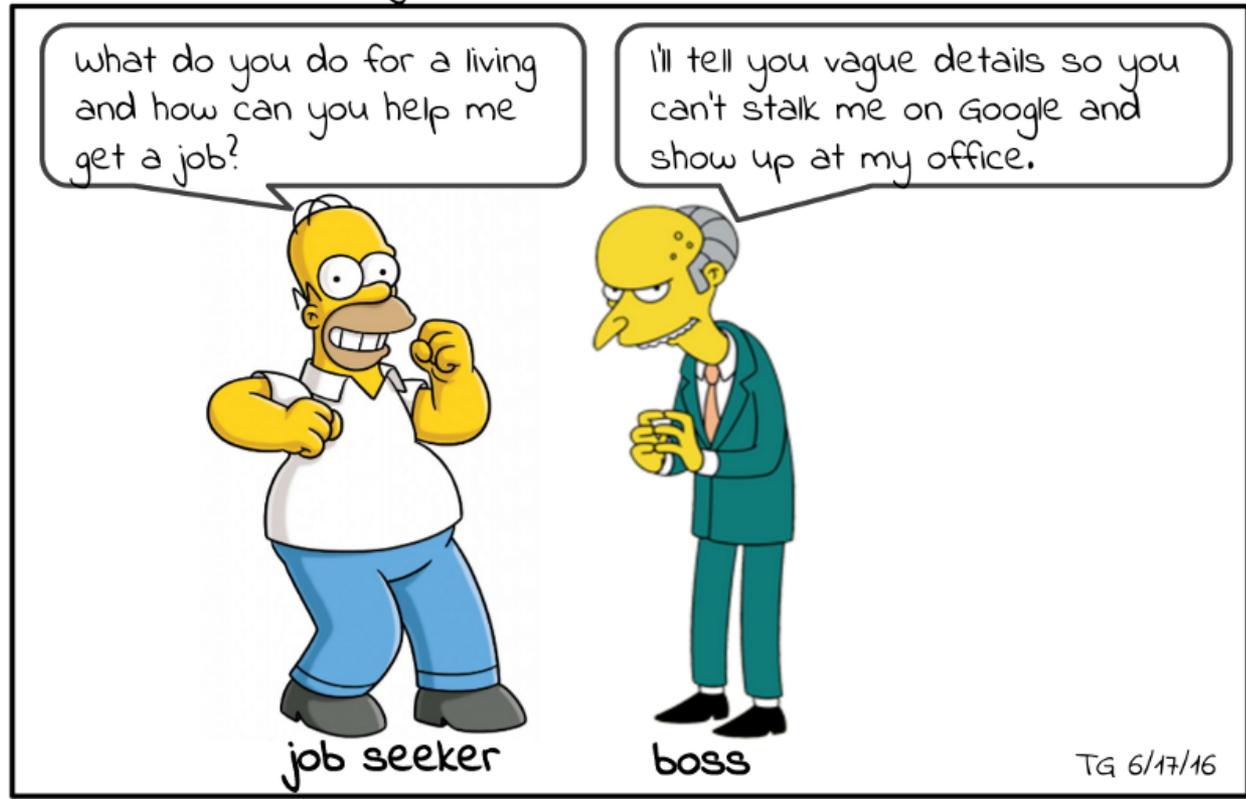


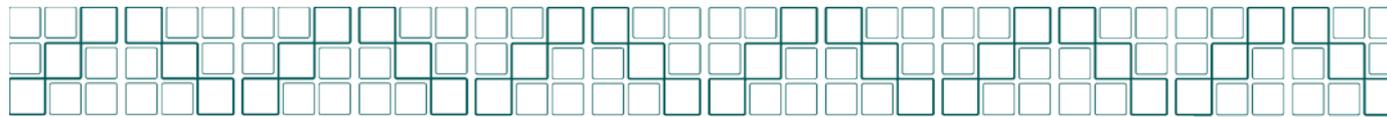
9 Myths/Misconceptions About Networking

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



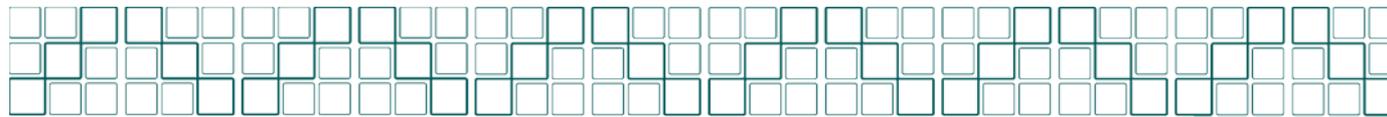
The American Story - Episode 3





1. Networking Feels Sleazy/Selfish

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



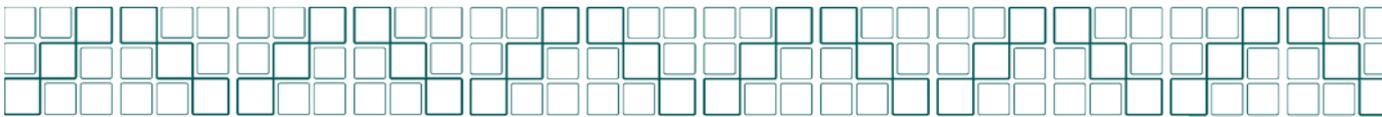
2. I'm Too Junior

- Remember that everyone has something to offer
- Mentors not only like giving back but often feel personal satisfaction with the success of mentees
- Do not discount peer networking



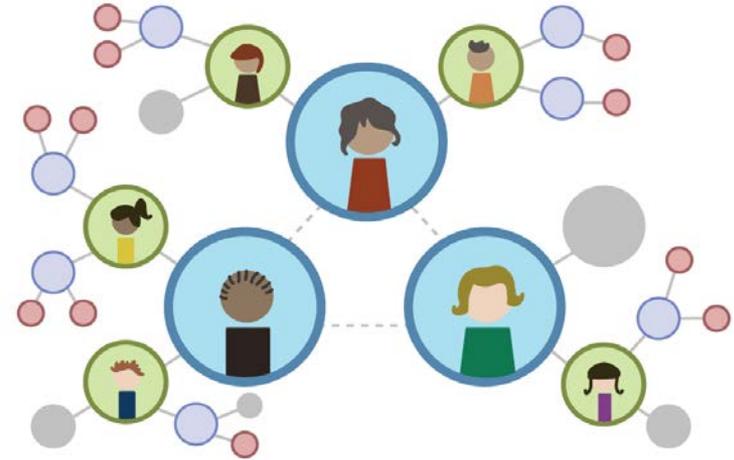
3. I Am An Introvert/Shy

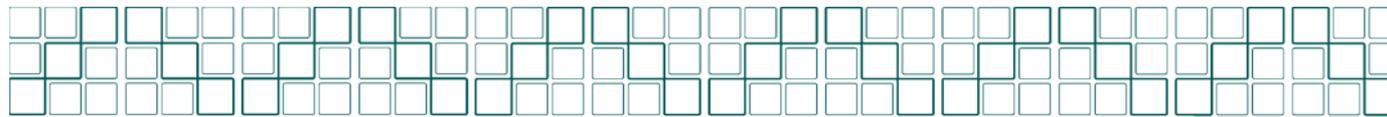
- Introversions and shyness are not the same!
 - Both introverts and extraverts can be shy.
 - Introversions simply means that you feel energized by time alone.
 - Shy is defined as a feeling of apprehension, awkwardness, or discomfort when around others (especially unfamiliar people) despite wanting to connect.
- Start networking with people you know to help overcome these feelings.
- Arrive early at events – may be less overwhelming



4. I Already Know Everyone In My Group/Office

- Networking offers new insights and perspectives
- Start here!
 - Speakers and panelists
 - Hundreds of people here who know all sorts of things and people that you don't know.

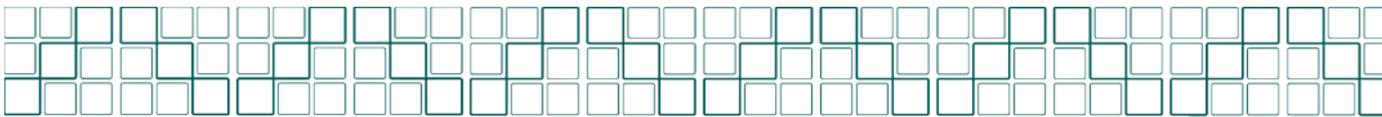




5. I Don't Have Time

- Networking is so important that it is definitely worth carving out time to do it well.
- Use everyday situations in your life to meet and connect with people
 - Offer to have coffee with the new person in your branch
 - Join a study group for a course you're taking
 - Chat with the other parents at your daughter's softball game





6. I'm Just Not Good At Networking

- Networking involves skills that can be learned, practiced, and honed
- Carol Dweck is a psychologist at Stanford and author of “*Mindset: The New Psychology of Success*”
 - Mindset can foster learning or hinder progress

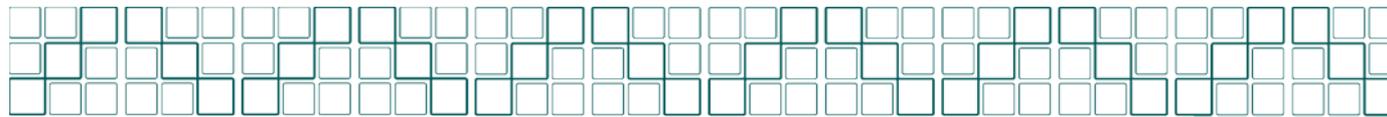
What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.

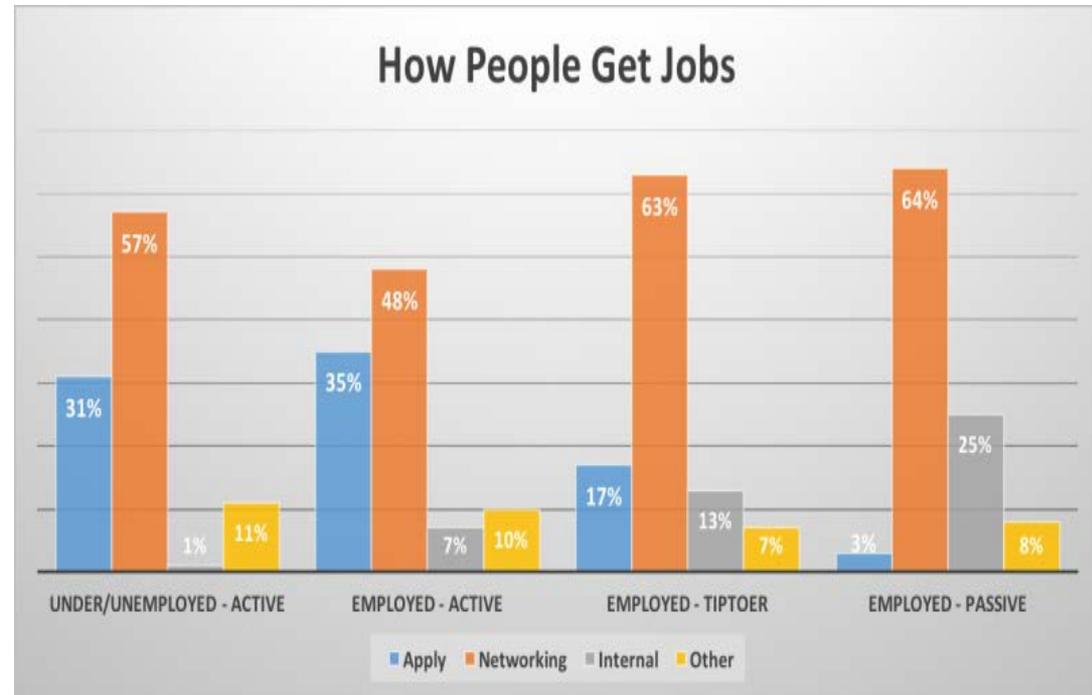


I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

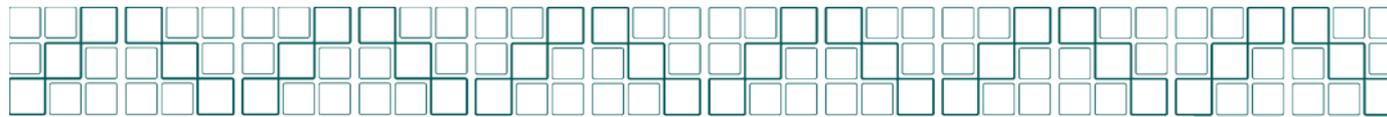


7. My Work Speaks For Itself- I Don't Need to Network

- Of course your work is awesome but networking is an opportunity for you to learn, grow, and develop.
- Securing a new position is more than your publication record

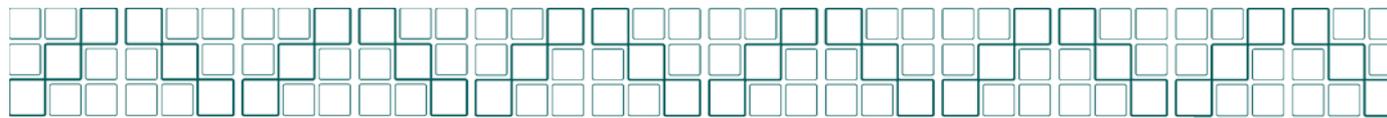


<https://www.inc.com/lou-adler/how-people-get-jobs-rewriting-your-future-history.html?cid=sf01001>



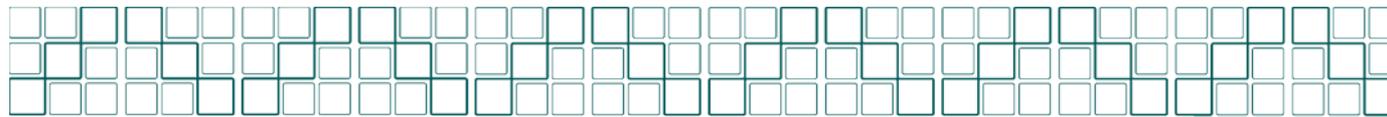
8. I Already Have a Job

- Helps with Innovation
- Lead to new collaborations
- May be fruitful later
- You could be the missing link for someone else!



9. I've Been Networking Like Crazy for a Month and Nothing Has Changed

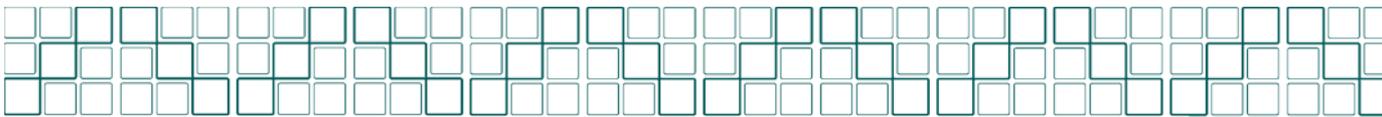
- Building relationships takes time and effort
- Not all of your network relationships require the same amount of time. Some will require a considerable investment of time and energy while others may be fleeting and only require follow up every so often



10. I Don't Have the Tools to Network

- Elevator Pitch
 - Brief 30 sec speech that summarizes 3 things
 - Who you are
 - What you do
 - What you're looking for
 - Use anytime
- Informational Interviews
 - Help gain insider information
 - Are NOT a way to ask for a job
- LinkedIn

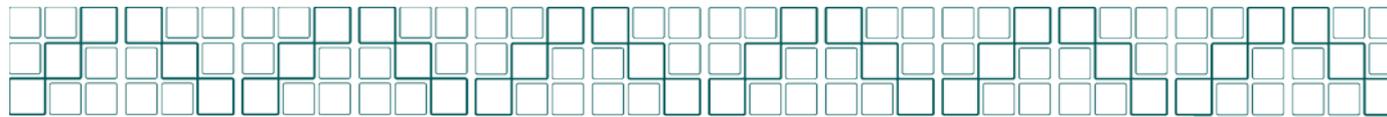




A Little More About LinkedIn

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





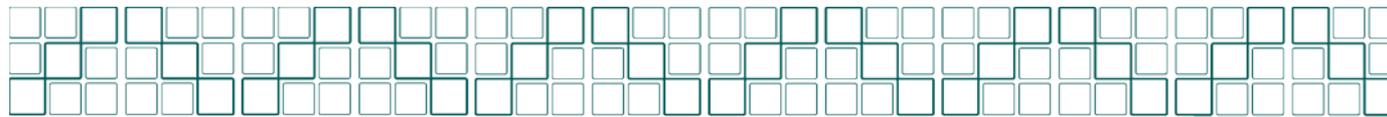
References

- *Why So Many People Resist Networking and Miss Out*, Ivan Misner
- *How To Network Without Feeling Dirty*, Amy Morin
- Casciaro, T., Maryam Kouchaki, and F. Gino. 2014. The contaminating effects of building instrumental ties: How networking can make us feel dirty. *Administrative Science Quarterly*. 59(4): 705-735.
- *The Mind-Blowing Reason Behind How The Best Employees Find Jobs*, Lou Adler
- *Learn To Love Networking*, Casciaro, Gino, & Kouchaki
- *Five Misconceptions About Networking*, Herminia Ibarra
- *Mindset: The New Psychology of Success*, Carol S. Dweck



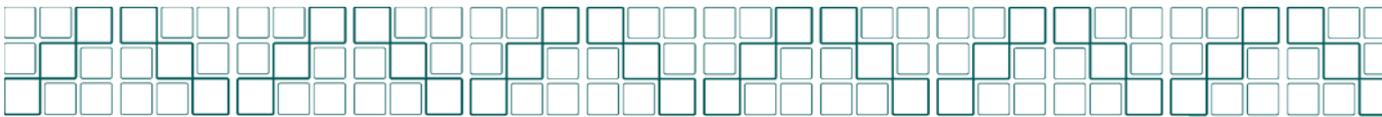
Additional Resources

- *Never Eat Alone*, Keith Ferrazzi
- *Make your Contacts Count*, Baber and Waymond
- *Power Networking*, Fisher and Vilas
- *Networking for People Who Hate Networking: A Field Guide for Introverts, the Overwhelmed, and the Underconnected*, [Devora Zack](#)
- *The Riley Guide*
- *Networking for Nerds*, Alaina G. Levine



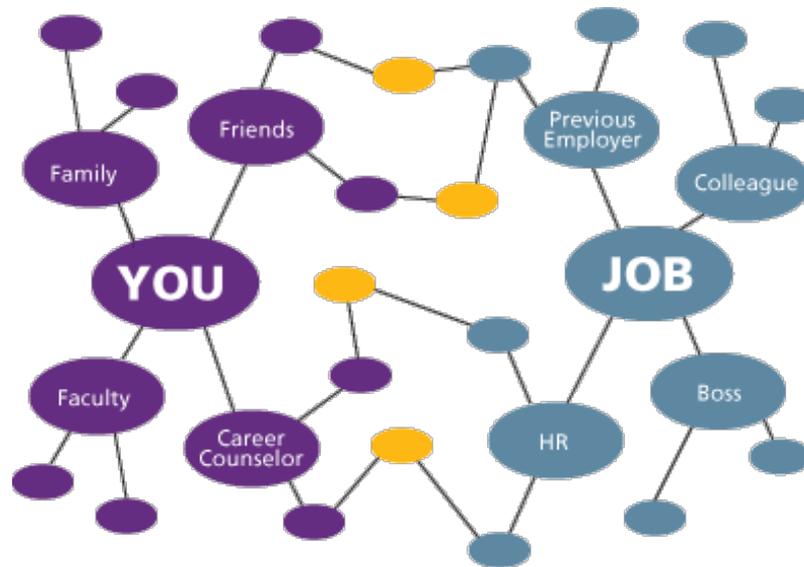
Even More Resources

- www.training.nih.gov
- Connect with me on Linked-In and join the NIH Intramural Science Linked-In group
- Watch previous OITE career workshops, including many on CVs, resumes and cover letters
- Read the OITE Careers Blog
- Join the OITE NIH Trainee Alumni database
- Email me at clarkshauna@mail.nih.gov



Questions?

- clarkshauna@mail.nih.gov



Stress Management for Scientists: *Tuning In & Taking Care*

Michael J. Sheridan, PhD

Special Advisor for Diversity & Wellness Programs

NIH Office of Intramural Training & Education

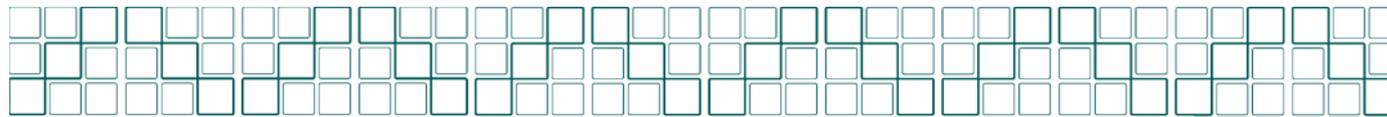




Impact of Stress

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

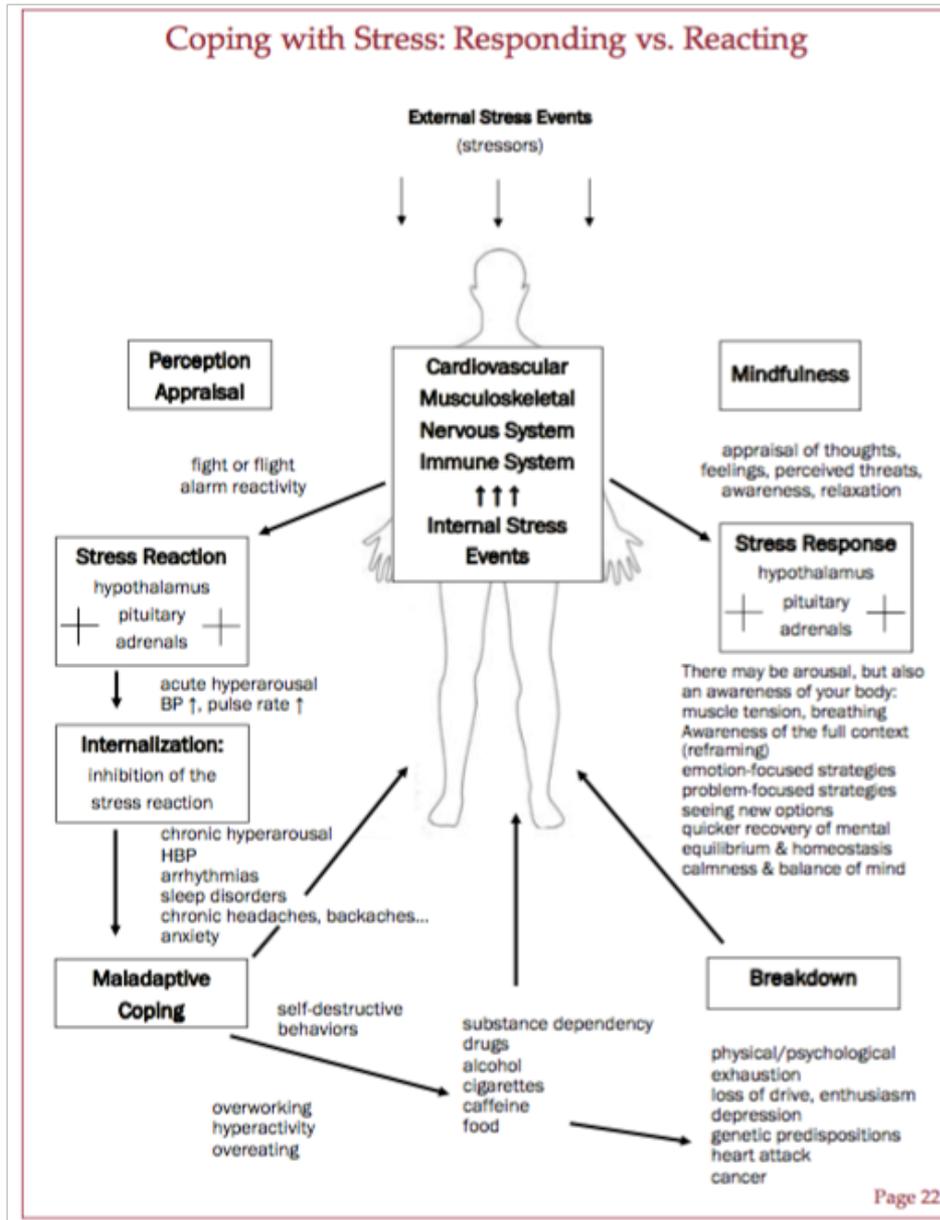
(See Handout #1)



Rethinking Our Approach to Stress

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

Responding vs. Reacting to Stress



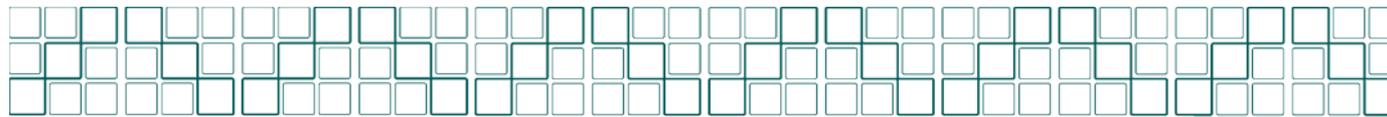
Based on Dr. Jon
Kabat-Zinn's work
on *Mindfulness-based
Stress Reduction*;
University of Massachusetts
Medical Center
<http://www.umassmed.edu/cfm/>
"Full Catastrophe Living:
Using the Body and Mind
to Face Stress, Pain, and Illness"
(2013)

(See Handout #2)

Responding vs. Reacting to Stress

~ Key Tools ~

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



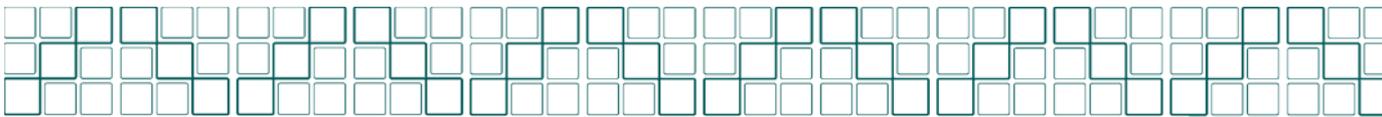
3 Quick Tips for Stress Reduction

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

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

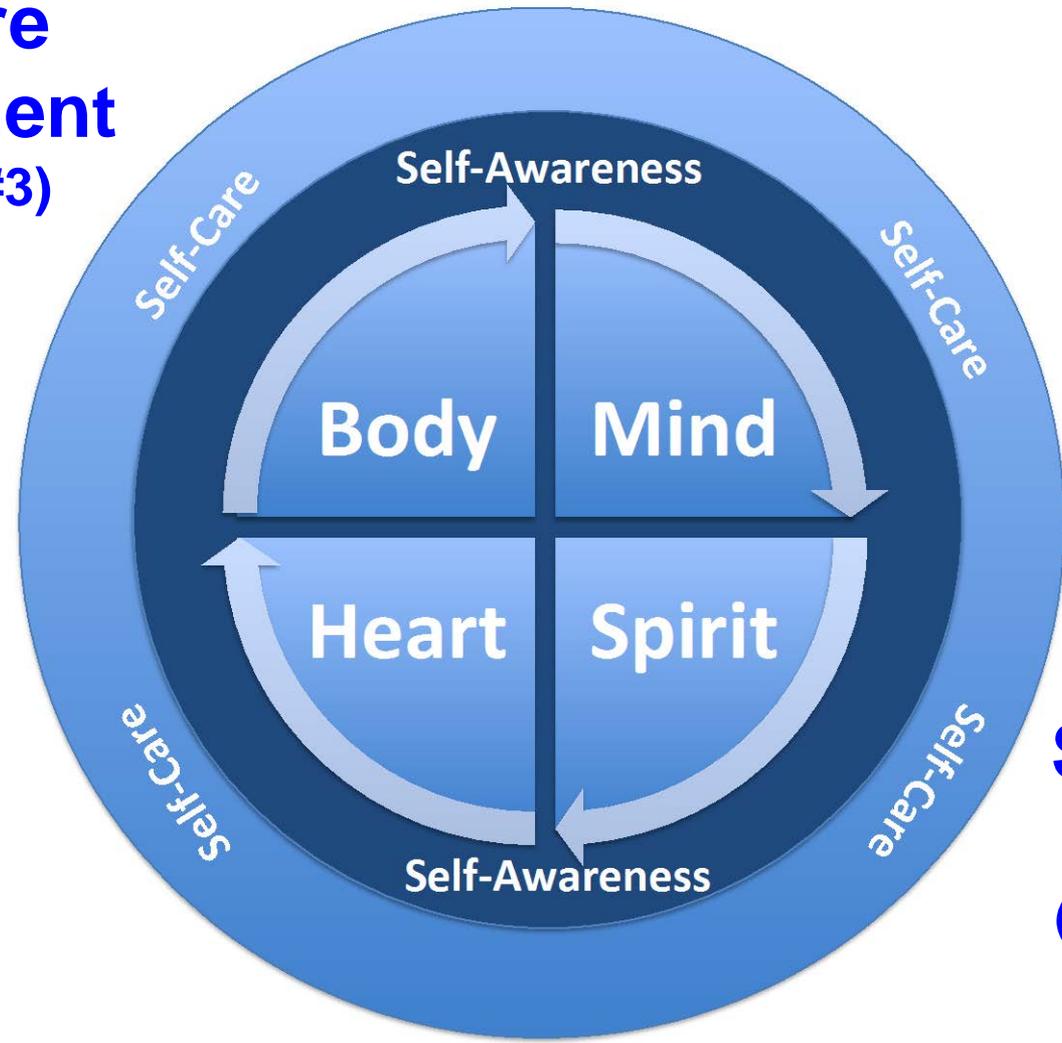
Irene S. Levine

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

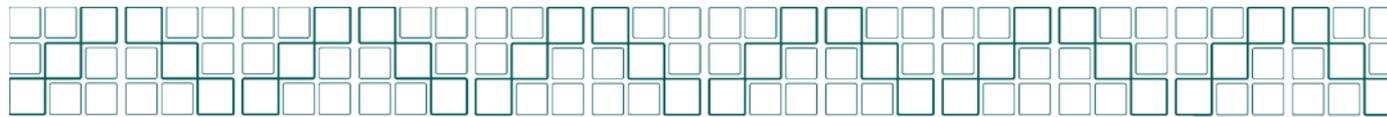


Holistic Self-Care

**Self-Care
Assessment
(Handout #3)**



**Self-Care
Plan
(Handout #4)**



Self-Compassion

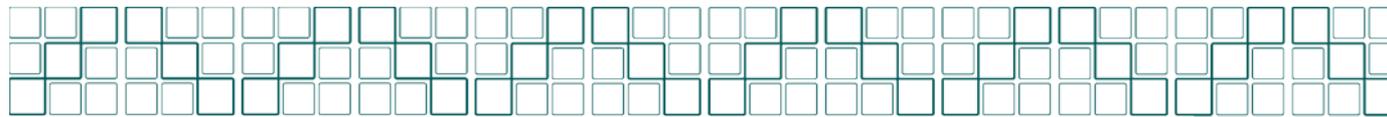
Dr. Kristin Neff - <http://self-compassion.org>

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



Books & Online Resources for Stress Management & Wellbeing

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



OITE Wellness Resources

Wellness Workshop ~ “Tune In & Take Care”

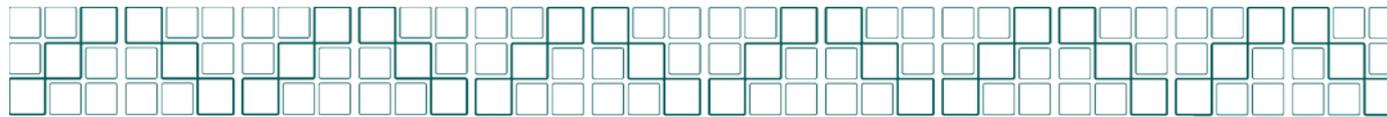
Thursday, May 25th, 10:00 a.m. – 12:00 p.m., Bldg. 10
(Clinical Center), FAES Classrooms 1-4

Drop-in Mindfulness Meditation Group:

Every Thursday, 5:00 p.m., Bldg. 10, Rm. 1N263

Wellness Advising:

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

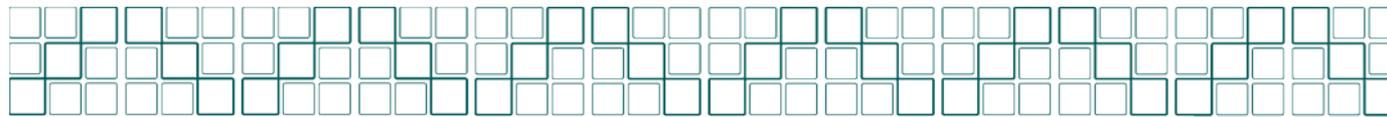


NIH Stadtman Faculty Searches

Roland A. Owens, Ph.D.

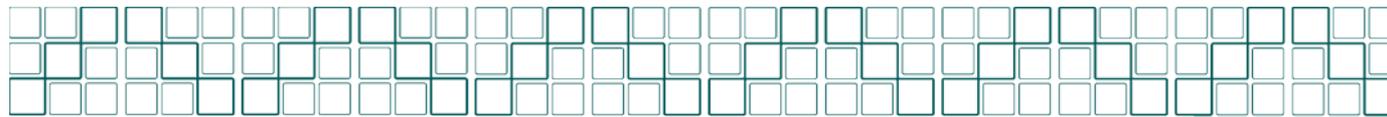
Assistant Director, Office of Intramural Research, NIH

E-mail: owensrol@mail.nih.gov



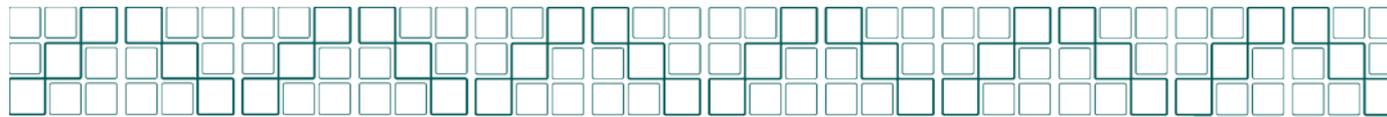
The NIH Tenure-Track

- Up to seven years (nine years for clinical and epidemiology investigators) of independent resources to establish your record as an independent scientist before being evaluated for tenure
- Equivalent to an Assistant Professor in a university, except no teaching and no grant writing required
- Government retirement plan and health benefits.
- May be eligible for student loan repayment <http://www.lrp.nih.gov/>
- Approximately 30 T-T hires per year across NIH



NIH Intramural is all over the Country

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



Earl Stadtman Search Mission

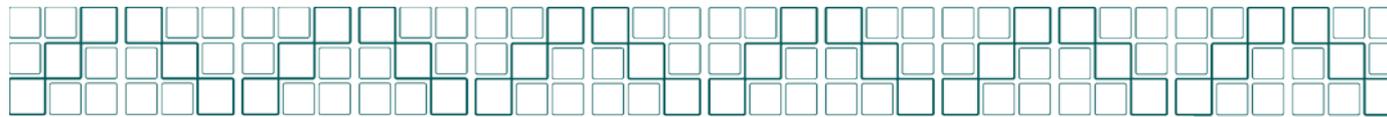
- To provide our Scientific Directors with a diverse group of highly qualified candidates who they may want to hire into tenure-track positions in the NIH Intramural Research Program (IRP)
- Annual search open to all biomedical and behavioral researchers interested in NIH Intramural tenure-track positions
- A chance to present your best ideas, rather than trying to force-fit them to a specific ad



Earl Stadtman

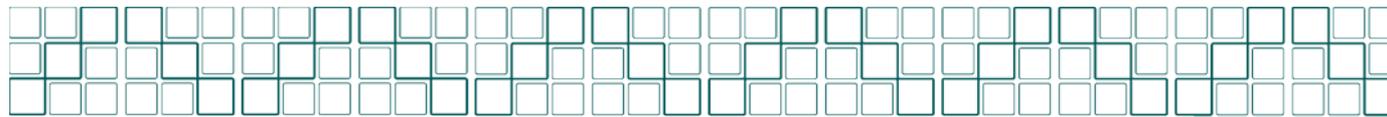
NIH TO RECRUIT OUTSTANDING TENURE-TRACK SCIENTISTS

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



Proposed 2017-2018 Timeline-Part 1

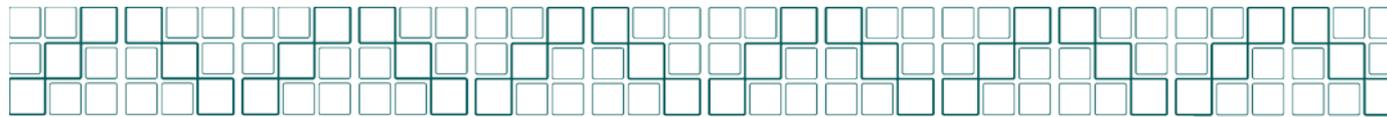
- August 1, 2017-Application website goes live
- Sept. 29 or 30, 2017-Application closing date
- Applications include:
 - CV with bibliography
 - Three-page proposal titled Research Goals
 - One-page statement titled Long-term Research Vision and Impact (e.g. why should U.S. taxpayers invest in your research)
 - Three letters of recommendation
- Applicants select one scientific area for evaluation
- Letters of rec accepted until Oct. 7



2016 Subject Areas and Applicant #s.

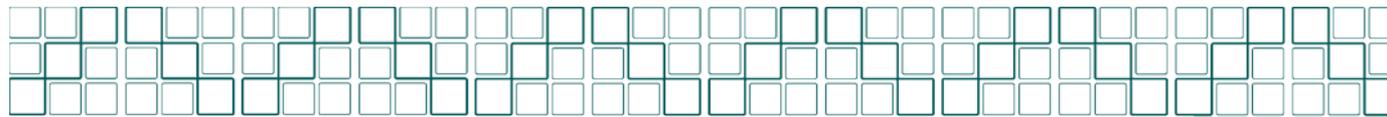
Category*	App#	Category	App#
Biomedical Engineering/ Biophysics/Physics	51	Microbiology/Infectious diseases (non-viral) Molecular and Cellular Neuroscience	38 83
Cancer Biology	90	Molecular Biology/Biochemistry	97
Cell Biology/Cell Signaling	112	Molecular Pharmacology/Toxicology	30
Chemistry/Chemical Biology	25	Neurodevelopment	30
Chromosome Biology/ Epigenetics/Transcription	49	Physiology and Systems Biology Sensory Biology	46 8
Computational Biology/ Bioinformatics/Biostatistics/ Mathematics	49	Social and Behavioral Sciences	15
Developmental Biology	43	Stem Cells/Induced Pluripotent Stem Cells	27
Epidemiology/Population Sciences	13	Structural Biology	27
Genetics/Genomics	67	Synapses and Circuits	47
Health Disparities	6	Systems and Cognitive Neuroscience	58
Immunology	52	Virology	17

*Applicants could select two sub-committees for evaluation



Recommended Subject Areas for 2017

Category		Category	
Biomedical Engineering/ Biophysics/Physics		Molecular and Cellular Neuroscience	
Cancer Biology		Molecular Biology/Biochemistry	
Cell Biology/Cell Signaling		Molecular Pharmacology/Toxicology	
Chemistry/Chemical Biology		Neurodevelopment	
Chromosome Biology/ Epigenetics/Transcription		Physiology and Systems Biology	
Computational Biology/ Bioinformatics/Biostatistics/ Mathematics		RNA Biology (Add) Sensory Biology (Eliminate)	
Developmental Biology		Social and Behavioral Sciences	
Epidemiology/Population Sciences		Stem Cells/Induced Pluripotent Stem Cells	
Genetics/Genomics		Structural Biology	
Health Disparities		Synapses and Circuits	
Immunology		Systems and Cognitive Neuroscience	
Microbiology/Infectious diseases (non- viral)		Virology	



Proposed 2017-2018 Timeline-Part 2

- Review of applicants by sub-committees to generate top 25-30% in each area to be forwarded to Scientific Directors
- December-March: 50-80 candidates selected by NIH Scientific Directors for interviews with interested Institutes and Centers
- Usually another 2 years before complete list of hires is known



Most ICs Have Hired Earl Stadtman Investigators

(As of April 1, 2017)

NCCIH (1)

NCI/CCR (19), NCI/DCEG (7)

NEI (2)

NHGRI (1)

NHLBI (6)

NIA (2)

NIAID (6)

NIAMS (1)

NIBIB (2)

NICHD (3), NICHD/DIPR (2)

NIDA (1)

NIDDK (4)

NIEHS (2)

***NIMHD (1)**

NINDS (5)

NLM/NCBI (1)

*Two other investigators have secondary appointments in NIMHD
Total= 66 confirmed hires

2009

(First Year)

833 Applicants

25 Interviewed

8 Hired

2010

(Second Year)

563 Applicants

81 Interviewed

9 Hired

2011

(Third Year)

405 Applicants

80 Interviewed

11 Hired

Disciplines Represented :

Cell Biology
Epidemiology
Genetics
Neuroscience
Pharmacology
Stem Cells
Systems Biology

Disciplines Represented:

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

Disciplines Represented:

Cancer Biology
Cell Biology/Cell Signaling
Chemistry
Chromosome Biology
Computational Biology
Developmental Biology
Epidemiology
Genetics
Immunology
Neuroscience
Stem Cells
Structural Biology

2012

(Fourth Year)

648 Applicants

88 Interviewed

10 Hired

2013

(Fifth Year)

766 Applicants

96 Interviewed

6 Hired*

2014

(Sixth Year)

745 Applicants

92 Interviewed

8 Hired*

Disciplines Represented :

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

Disciplines Represented:

Cancer Biology
Epidemiology
Genetics
Health Disparities
Immunology
Microbiology/Infectious Diseases
Molecular Biology/Biochemistry
Structural Biology

Disciplines Represented:

Biomedical Engineering
Biophysics/Physics
Chromosome Biology/Epigenetics
Computational Biology
Developmental Biology
Epidemiology
Genetics
Health Disparities
Immunology
Molecular Biology/Biochemistry
Neuroscience
Structural Biology
Systems Biology
Virology

*Additional Candidates Still Under Consideration

2015

(Seventh Year)

521 Applicants

60 Interviewed

14 Hired*

2016

(Eighth Year)

567

59 Interviewed

39 Candidates currently
under consideration

Disciplines Represented :

Biomedical Engineering

Biophysics/Physics

Cancer Biology

Cell Biology

Chromosome Biology/Epigenetics

Developmental Biology

Epidemiology

Genetics

Health Disparities

Immunology

Molecular Biology/Biochemistry

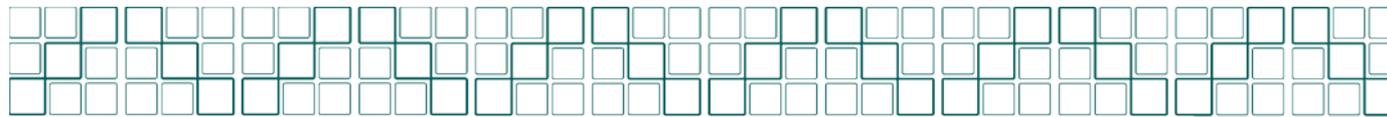
Neuroscience

Social/Behavioral Sciences

Stem Cells

Structural Biology

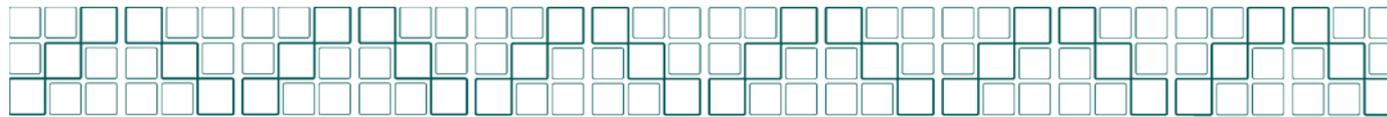
Systems Biology



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

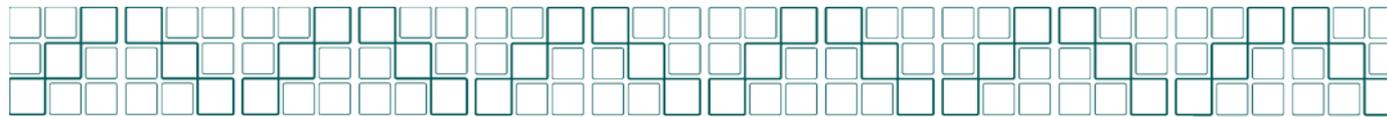
Hired from Same IC	20 (30%)
Hire from different IC	10 (15%)
Hired from Outside NIH	36 (55%)

As of April 27, 2017



Additional Clarification

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



Tangible Factors Considered

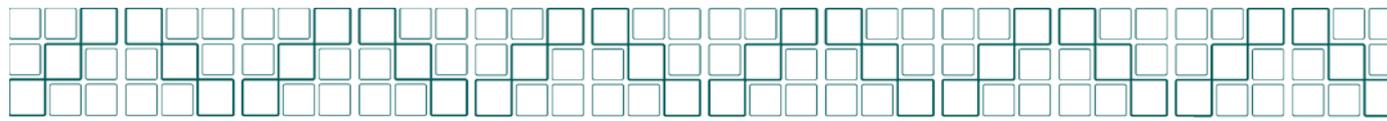
Include

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



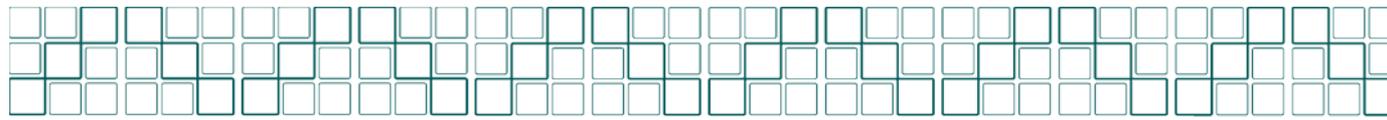
Publication Record

- Usually need first-author publications (may vary with field) in the #1 or # 2 field-specific journals or other high quality, peer-reviewed journals.
 - Publications do not have to be in “one-word journals”
 - We like to see publications from at least two different research environments (e.g. grad school and postdoc)



Things to Include in Your Research Plan or Vision Statement

- Background on the problem(s) you wish to study
- Why it is an important problem
- Details on what approaches and methods you would use to move your field forward in the short term (about 5 years)
- What are the key experiments that have to be done first and why
- Advantages of your approach to the problem
- Tools or skills you have that give you an advantage in tackling this problem



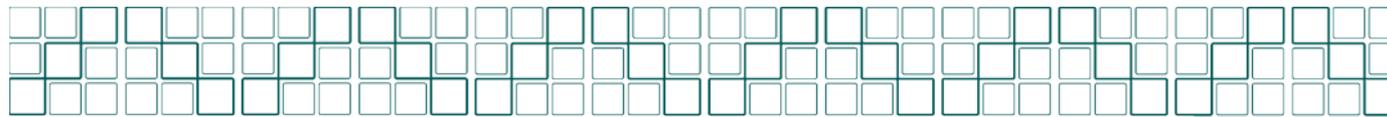
Things to Include in Your Research Plan or Vision Statement (cont.)

- What is your vision for your future research and its potential impact
- Potential impact on public health and/or our general understanding of biology
- Can you connect the dots between your research and the treatment of a disease 20 years from now
- Can you anticipate the next steps if you achieve your immediate research goals



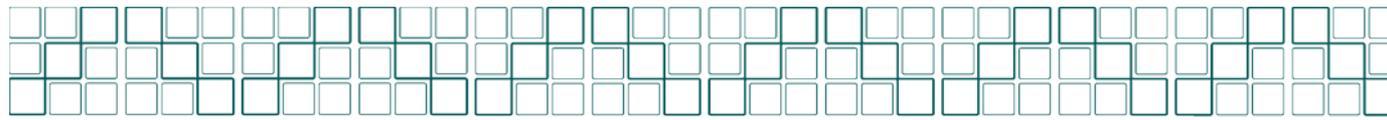
Things to Include in Your Research Plan or Vision Statement (cont.)

- What hypotheses drive your experimental designs?
- Will your experiments help to form or eliminate models of how a biological process, disease or behavior occurs?
- Will your experiments identify intervention points?



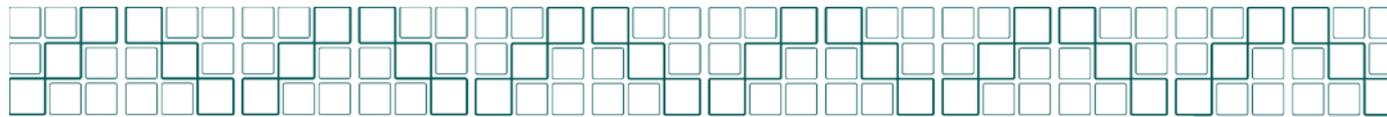
Focus

- Multiple projects must appear to be tied together in a logical fashion.
- The number of projects should be appropriate for your projected group size and resources (3-4 persons).
- Your goal is to become a world leader in at least one specific area.
- If your area is technology development, be sure to apply this to an important biological problem.



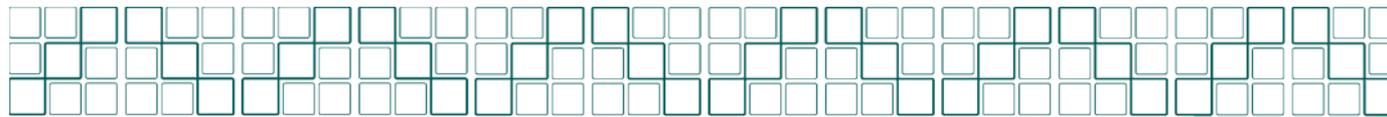
Less Tangible Factors Considered Include

- Letters of Recommendation
- Reputation of labs/institutions where you have worked
- Can you make use of the special environment at NIH?



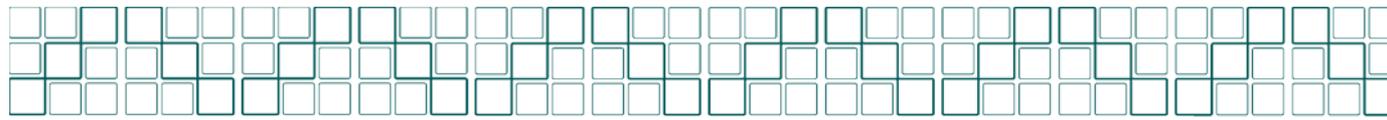
Letters of Recommendation

- Want people familiar with you as a scientist (your lab PIs are best)
- Need 3 letters
- Internationally-respected active researchers best
- Show them the job ad and your cv, and be sure they think you are highly qualified
- Double check with recruiter to be sure letters arrived



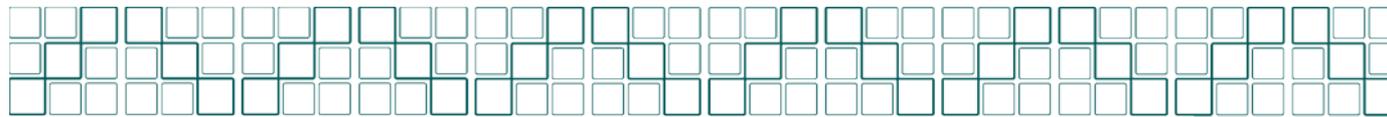
An Ideal Letter Says

- “S/he is best student/postdoc I have ever had in my lab”
- “S/he compares favorably to other postdocs who have gone on to outstanding research careers” (should list names)
- “His/her specific contribution to the work was.....”
- “S/he is a highly-intelligent, independent thinker who is ready to run his/her own lab”
- “I do not plan to compete with her/him in her proposed area of research”
- “S/he gets along well with others in the group”
- “S/he has helped others in the lab be more productive”



Thinking on Your Feet (Surviving a Chalk Talk)

- You should be able to describe your future plans with no electronic aids.
- It should be clear what you want to do first and why. You should be very knowledgeable in your field and able to answer tough questions about problems that could arise in your research.
- **Be prepared to answer these two questions:**
 1. Why did you choose this field of research?
 2. How would you go about recruiting staff and fellows in such a way that you would attract a diverse group of highly qualified applicants?



Questions?

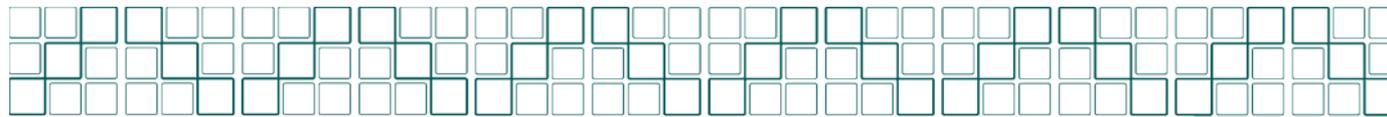
See Careers Menu at
The NIH Intramural Research
Program
<http://irp.nih.gov/>

Negotiating Offers

Lori Conlan, PhD
Director of Postdoc Services
NIH Office of Intramural Training & Education



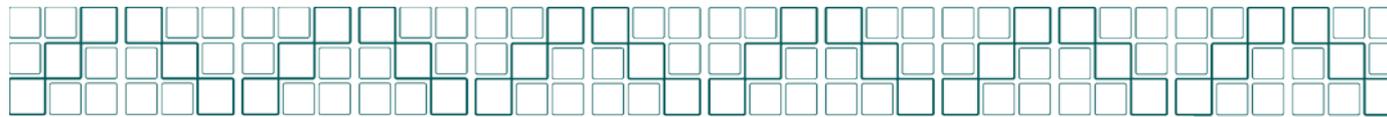
NATIONAL INSTITUTES OF HEALTH



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

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

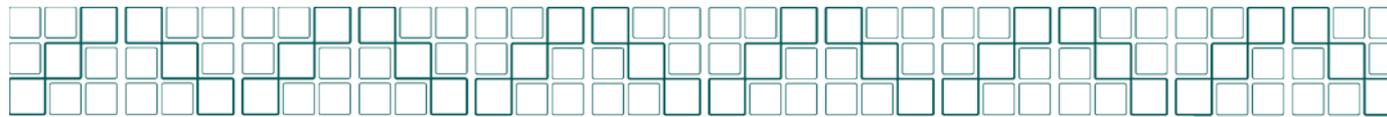
- Usually comes by telephone then a written offer
- Is not a done-deal until it is put in writing, the papers are signed, and all of the paperwork is completed



Now what?

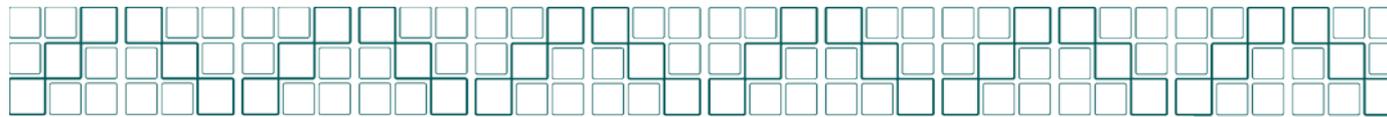
- Are they offering you what you feel you are worth?
 - Know your value and those of comparable positions
 - Informational interviews
 - Online tools, salary wizard, glass door, Monster.com, faculty salary surveys (AAMC), state school salaries are published
 - Know cost of living adjustment
 - What you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

- Salary is not everything



Non-academic considerations

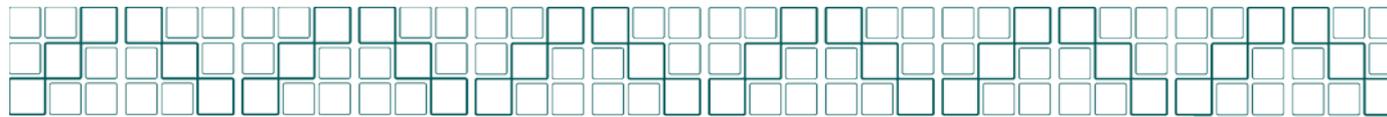
- **Bonuses**
 - At signing, annual, on-the-spot, or a combination?
 - Much more common in government and private sector
- **Profit Sharing or Stock Options**



Academics

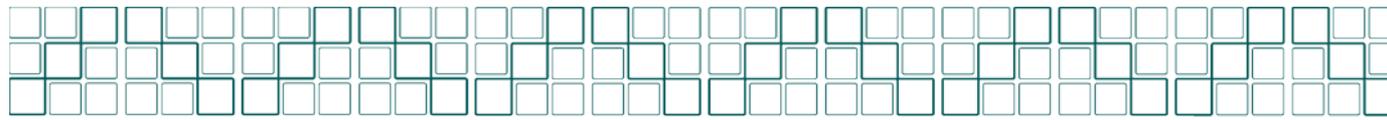
- Must consider space and startup too
- Also teaching/clinical/service/research time
- Understand the tenure process

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



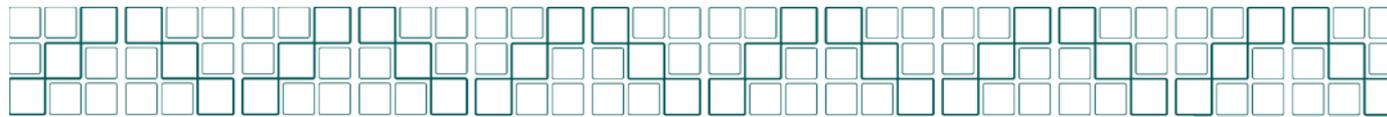
Benefits

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



Benefits

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



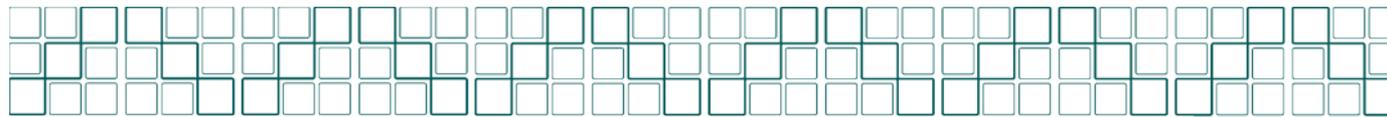
Now you have four options:

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

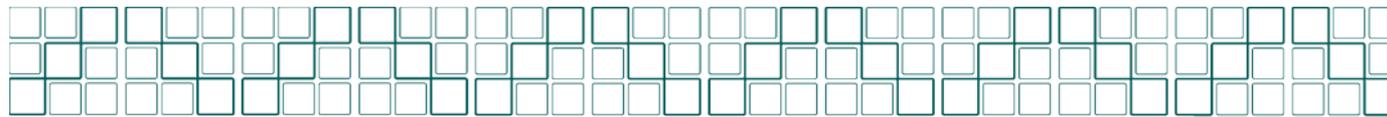


Negotiating

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

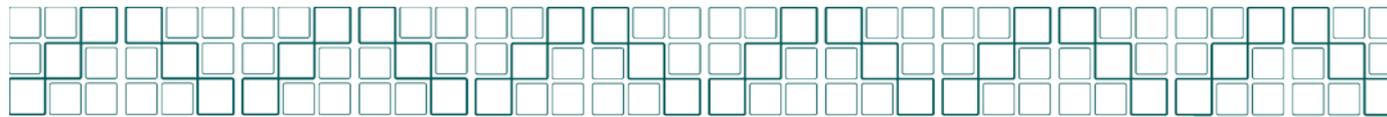


- In order for me to be productive and do my job I need.....
- And remember
 - Be clear about the difference between needs and wants
 - Knowledge is power
 - Salary is not the only thing



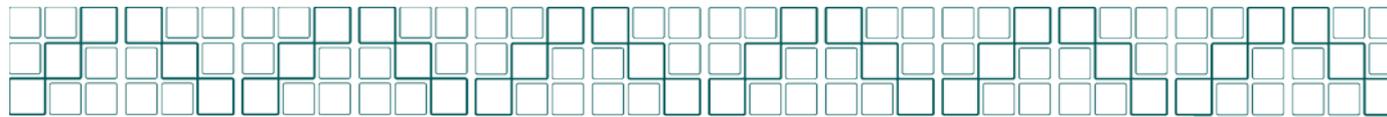
Common responses from the other side

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



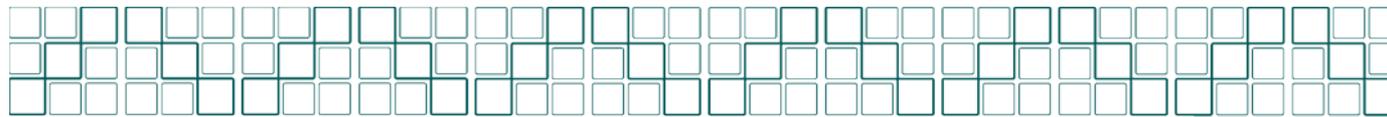
Multiple offers?

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



Don't want this job?

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

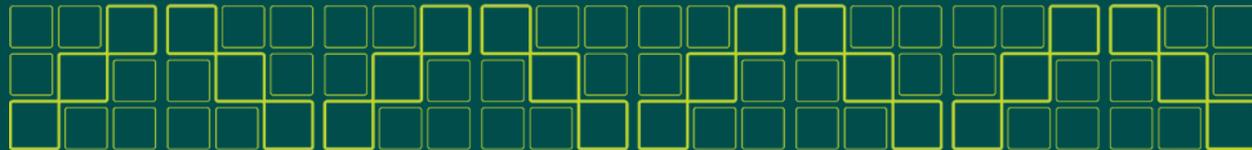


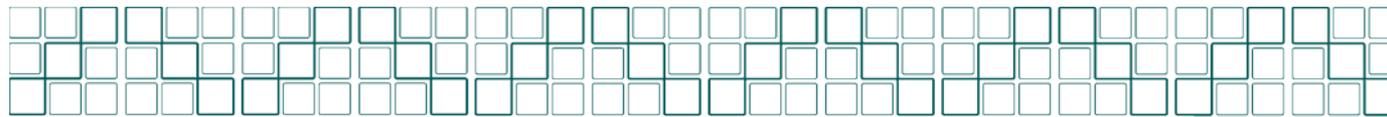
More resources

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

Academic Job Talks

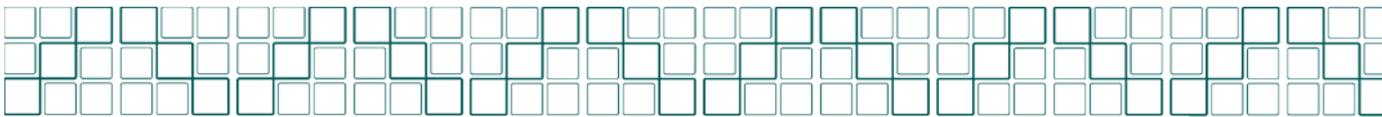
Sharon L. Milgram, PhD
NIH Office of Intramural Training & Education
milgrams@od.nih.gov





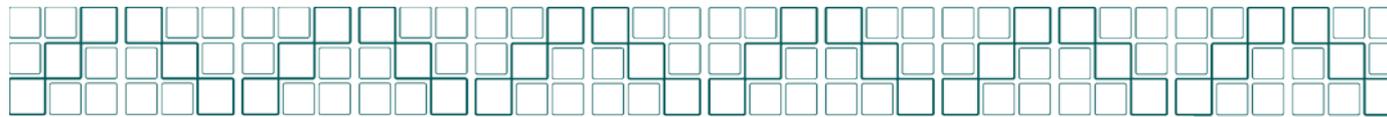
Seven Simple Rules

- Know your audience
 - Know the rules
- Understand what the audience is evaluating
 - Tell a story
 - Have crisp, clean data slides
 - Be engaging and personable
 - Start early and practice



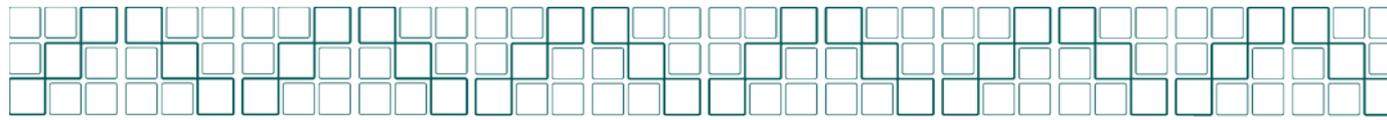
#1: Know Your Audience

- Who typically attends?
 - R1: scientists at all levels
 - Teaching institution: faculty, administrators and students
 - Industry: scientists and non-scientists, including HR reps
- You are talking to experts and outsiders
 - Everyone in the audience matters



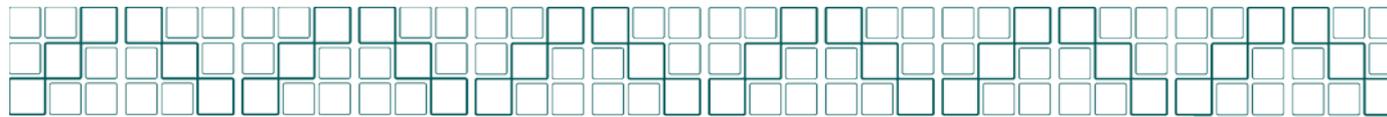
#2: Know the Rules

- Be clear about what the host is asking for
 - Science talk
 - Teaching talk
 - Chalk talk
- Don't assume anything about computer and AV equipment
 - Know how long you have to speak
- Leave time for questions -- it is a time when you can really “seal the deal”



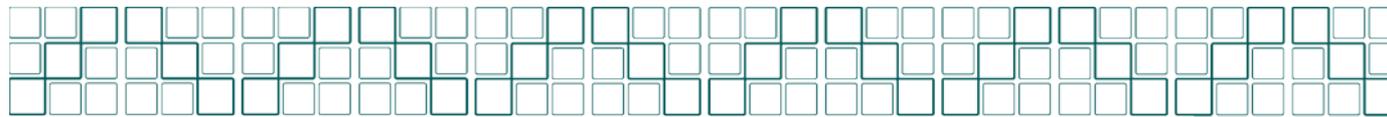
#3: Understand What the Audience is Evaluating

- You
 - Your science
- Your “fit” in the department/division
 - Your teaching ability



#4: Tell a Story

- A talk is NOT a spoken paper
- Rewrite experimental history for better telling
 - Hit the “high points”
 - Highlight key points with repetition
- Use intonation, body language, and gestures to embellish, but not distract



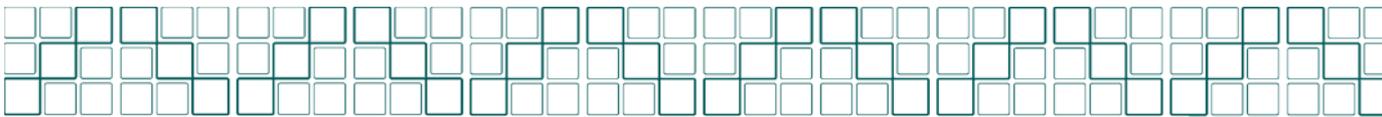
Strategies For Telling Your Story

- The mystery thriller approach
 - Benefits: can build excitement
 - Risks: If attentions wander, it can be difficult to come back
- The sneak preview approach
 - Benefits: key findings introduced when the audience is fresh and can be reiterated multiple times
 - Risks: Audience says “I got it” and stops listening



The Beginning

- You have 2 minutes to grab attention and commitment from listeners
 - Paints the “big picture”
 - Addresses two questions
 - Why do we care?
 - What do we know already?
 - Figures are better than words
 - Typically longer in a job talk



Outline

□ Introduction

The secretory pathway in neuroendocrine cells

peptide processing enzymes

protein trafficking signals

Why study PAM trafficking?

□ Data

Site-directed mutagenesis

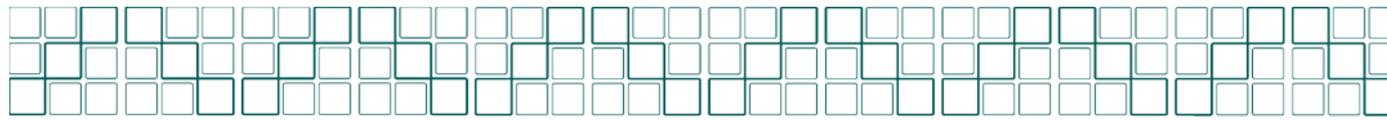
Expression of mutants in fibroblasts and AtT-20 cells

Chimeric proteins

□ Conclusions

Applicability of our work with PAM to other proteins

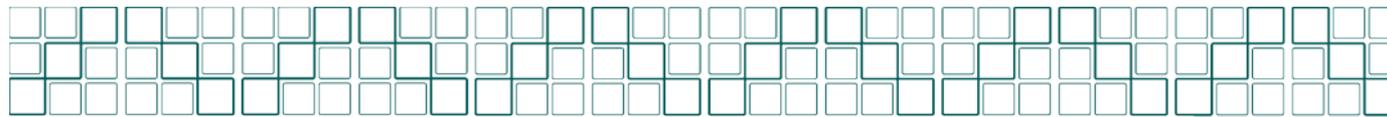
Future directions



The Secretory Pathway in Neuroendocrine Cells



- ❖ Constitutive and regulated pathways diverge at the TGN
- ❖ Peptide processing is unique to the regulated pathway
- ❖ What signals selectively target proteins to the regulated pathway?



The Middle

- Addresses two key questions:

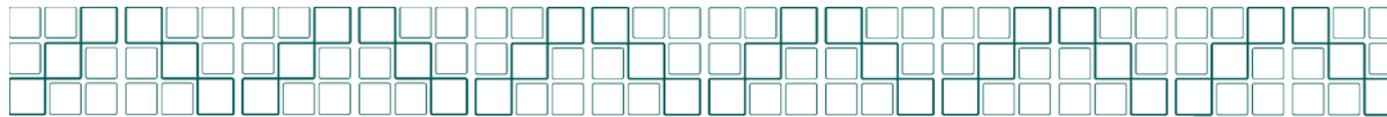
What is exciting about my work?

What is unique about my model system and approach?

- Avoid the “royal we”

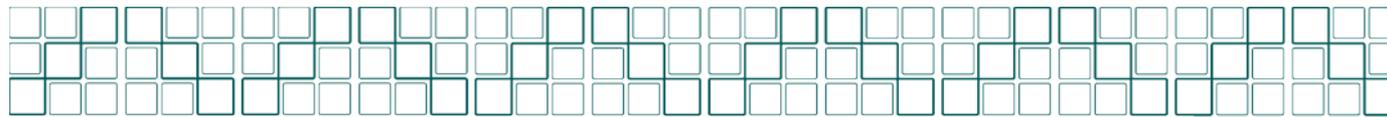
- Use to show how critical and thoughtful you are

- No need to show ALL your data



The ending looks to the “future”

- Can be grant style or not
- A chance to hammer home what YOU uniquely bring to the department
- Make sure it is clear when you are finished talking



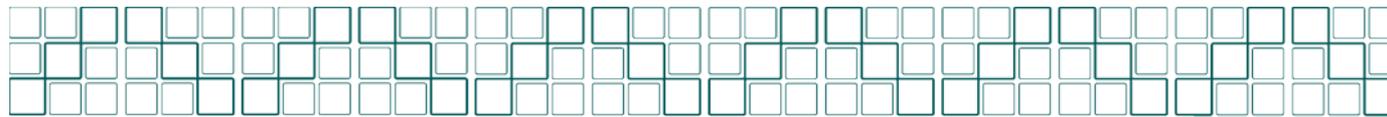
5: Have Crisp, Clean Data Slides

- Use a clean, readable, cohesive color scheme and layout
 - San-serif fonts are easier to read at a distance
 - Take out extraneous words and data
 - Minimize the use of word slides



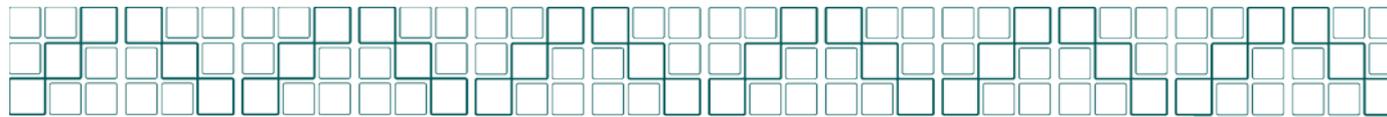
Slides Must Be Readable

- Titles: 36 point
 - Major points: 24 - 28 point
- Labels on graphs: never less than 18 point, but 20 is better
 - All lines should be 3 point or thicker
- AVOID USING ALL CAPS - IT'S HARDER TO READ
- Use **bolded** text rather than *italics* or underline for emphasis



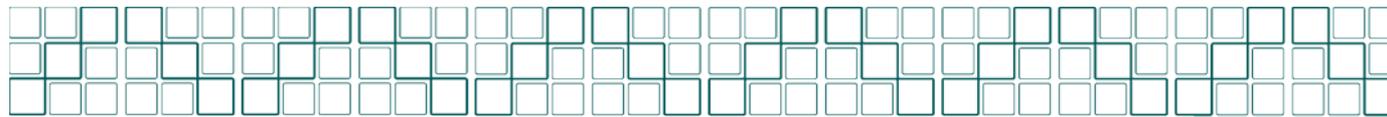
Color Schemes, Backgrounds, and Layouts

- Use a simple background and layout
- Some people in the audience will be red-green colorblind
- The million+ palette in PowerPoint is not a good thing
 - Use primary colors, not pastels



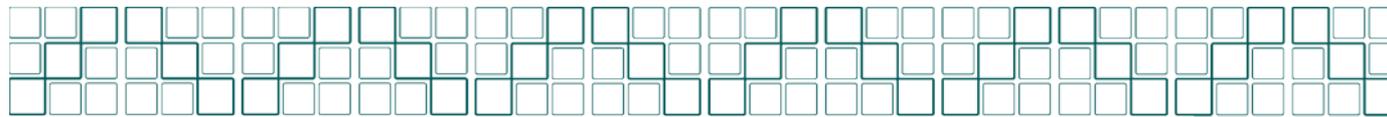
Animation and Movies

- Over-animation can make a talk awkward
 - Elaborate transitions are distracting
- If you have critical movies, bring your own computer or let your host know in advance
 - Avoid making a scene if your movie won't play



6: Be Engaging and Personable

- First impressions are based on your dress, body language, and movements
 - Use your introductory remarks to “connect”
 - Never read your talk
 - Step away from the podium if possible
 - Never turn your back to the audience
- Make eye contact throughout the audience
 - Genuinely welcome questions



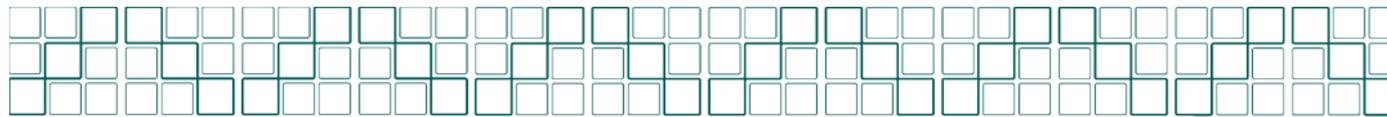
The Chalk Talk

- Your chance to discuss your immediate research plans (aims of your first grant)
 - No/few slides and very informal
 - Shows that you can think on your feet
 - Expect [many] interruptions
 - Expect vigorous debate - it can be a very good sign
- Everyone is watching how well you take criticism and when/how you back down
 - Tells you a lot about the department



How to Prepare for a Chalk Talk

- Draw a model right away
- Plan and practice how you will start
 - Handouts are a distraction
- Practice with colleagues who will give you a hard time, not a pat on the back
- Begin talking about your future work far in advance
 - Begin mapping out grant proposals early



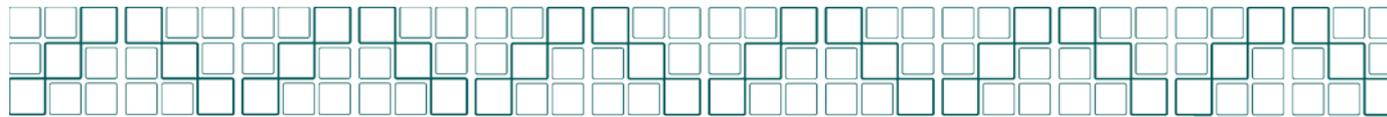
The Teaching Talk

- May be given a specific topic or you may get to choose
 - Learn about the students in advance
 - Decide formal vs. informal
 - Decide high tech vs. low tech
- Talk to the students and not the faculty or administrators sitting at the back
 - Don't just a lecture - engage the students



How to Prepare for a Teaching Talk

- Participate in “Scientists Teaching Science” next year
- Talk to undergraduate faculty at comparable institutions
- Practice with colleagues then find a group of college students or postbacs



7: Start Early and Practice

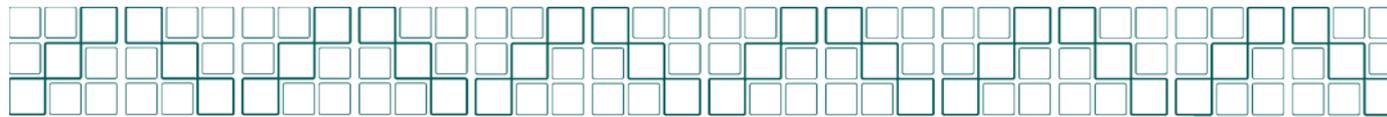
- Attend job seminars now - especially outside your field
- Find colleagues outside your field to attend your polished practice talk
- Talk with mentors who have served on search committees
 - Discuss job talk strategies at informational interviews

Myths about Science Careers in Industry

Brad Fackler, MBA

**Senior Director Office of BioHealth and Life Sciences
Maryland Department of Commerce**





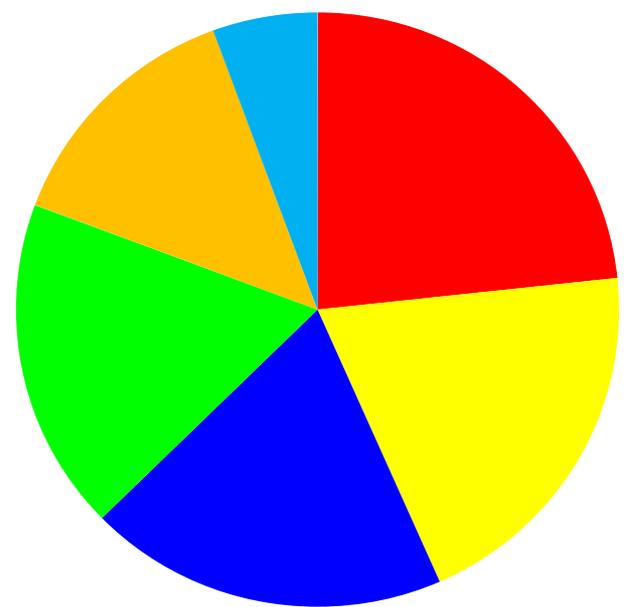
**“It isn’t what we don’t know
that gives us trouble, it’s what
we know that ain’t so”**

Will Rogers



10. Not becoming a PI = Failure

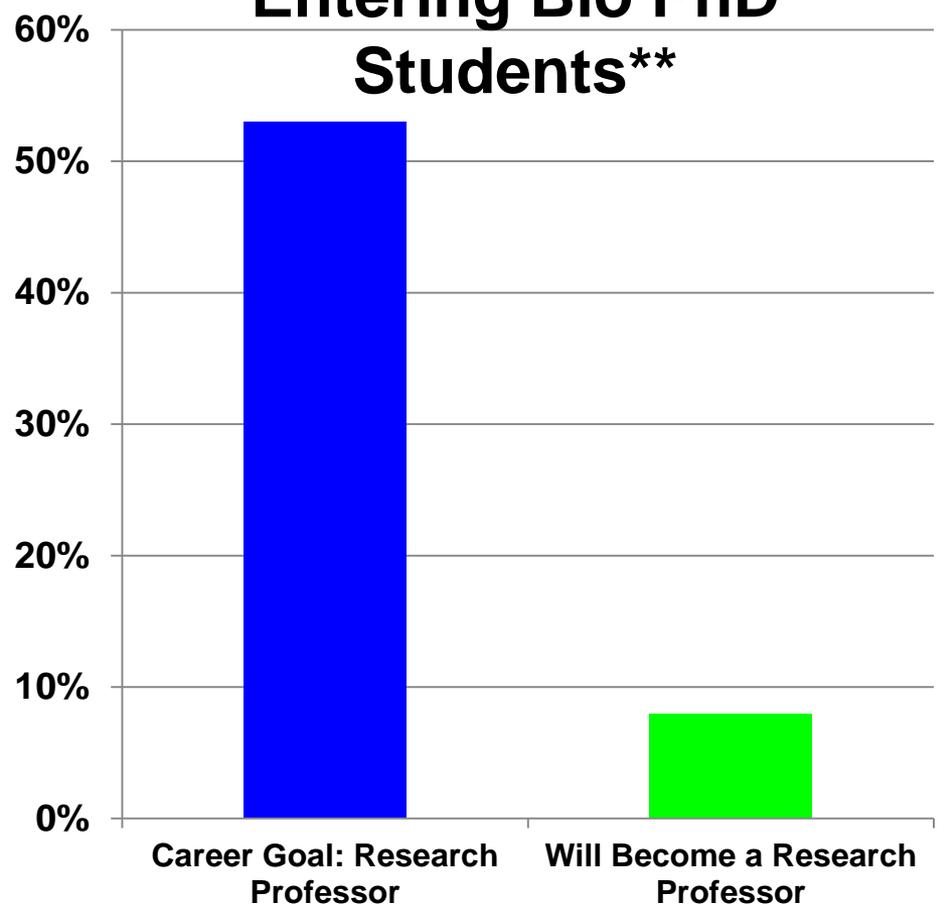
Bio Phd's, Employment*



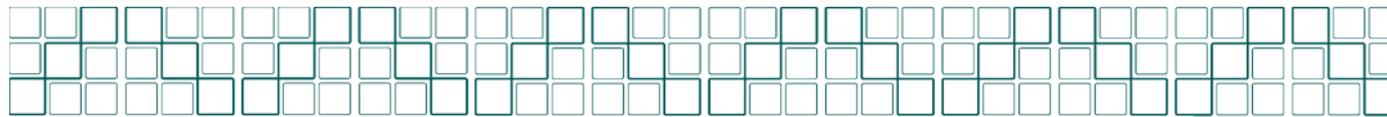
- Tenure Track Faculty
- Non-tenure Track Academic
- Non-research Related Science Jobs
- Industry Researchers
- Non-Science Jobs
- Government Researchers

* Nature, 2011

Entering Bio PhD Students**



** Sauermann and Roach, 2012

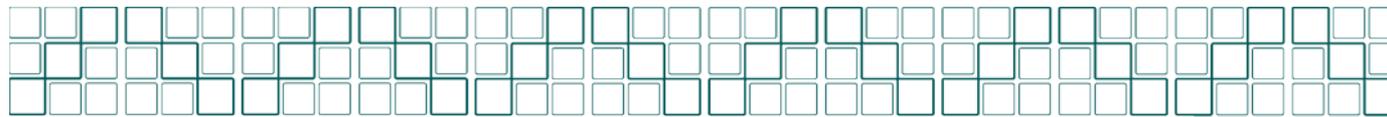


9. I will Disappoint My PI

The environment is beginning to change

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

Blog: “How to Talk to Your Mentor about a Career Change”

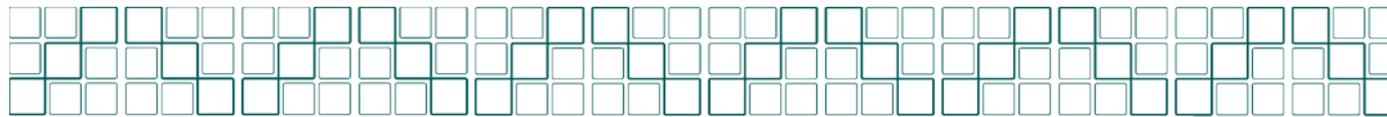


8. I Can Never Get Back to Academia

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

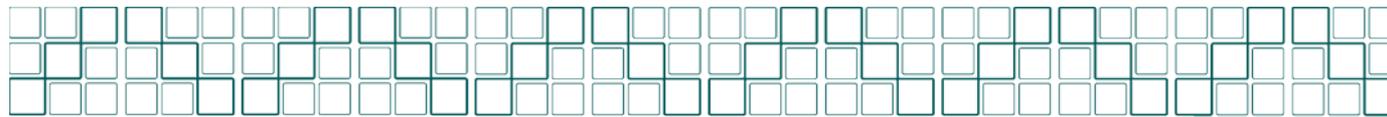
- Public - Private partnerships (PPP's)
- Industry - Academic partnerships
 - NCATS
 - Accelerating Medicines Partnership (AMP)

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



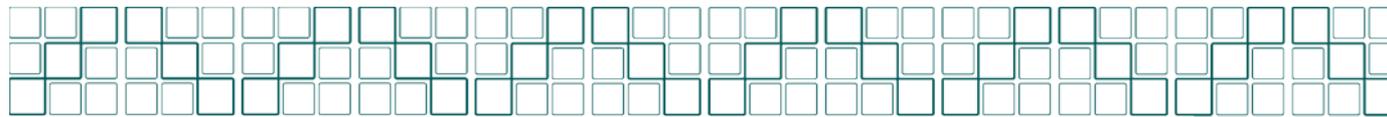
7. What If I Hate It

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



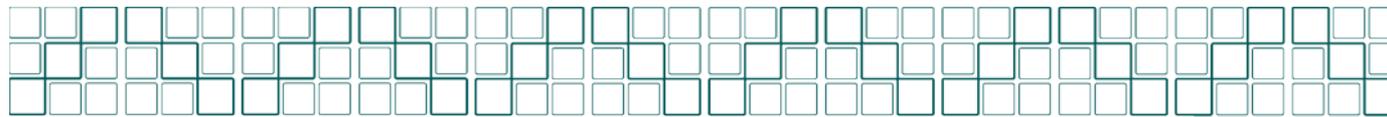
6. More Career Change / I'll Lose My Job

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



5. The Work is Not as Satisfying

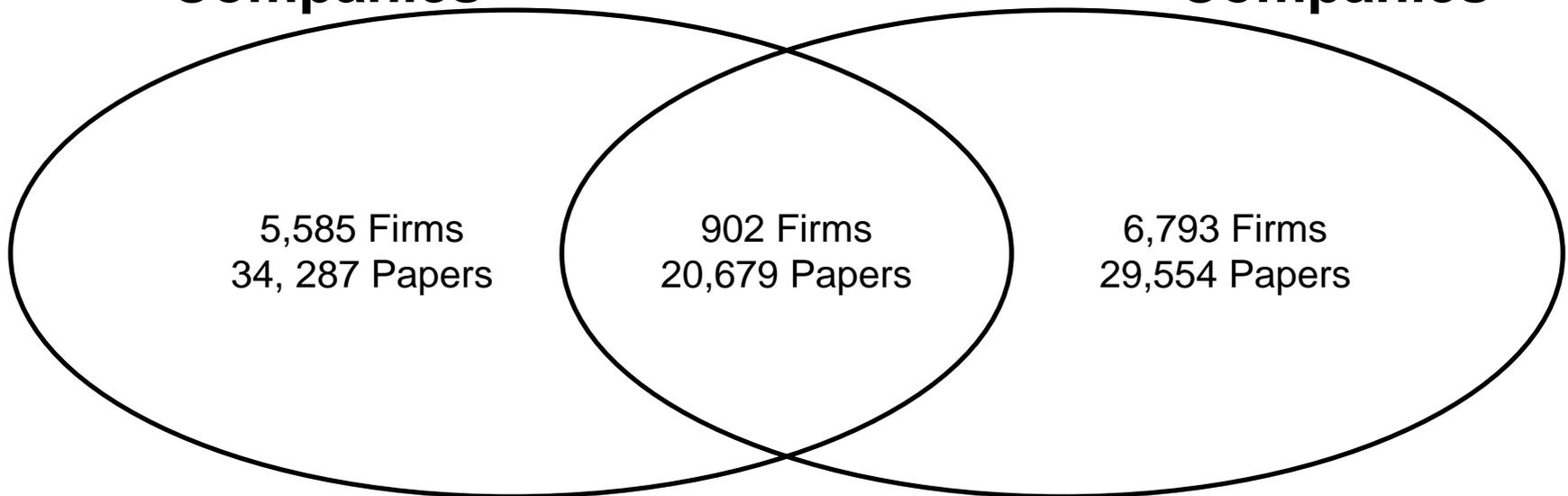
- If you transition from an NIH lab to an industry bench science position, you will be doing **exactly** the same things
- In industry positions, more emphasis is placed on meeting time lines and accomplishment
- Industry positions offer a collegial work environment, prioritizing team work
- I believe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



4. I Will No Longer Be Able to Publish

**Science
Companies**

**Technology
Companies**



Technological output of Canadian firms, 1980 - 2005

MedImmune Publications 1Q16

MedImmune Pure:

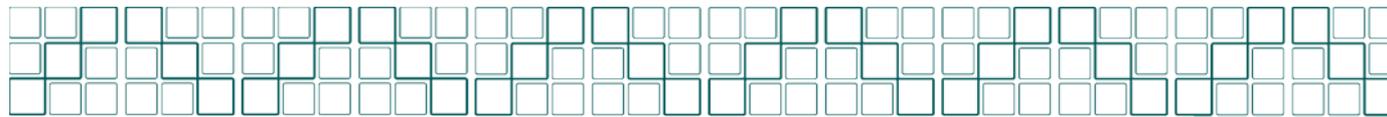
16

MedImmune w/ Academia:

23

MedImmune w/ other company:

5



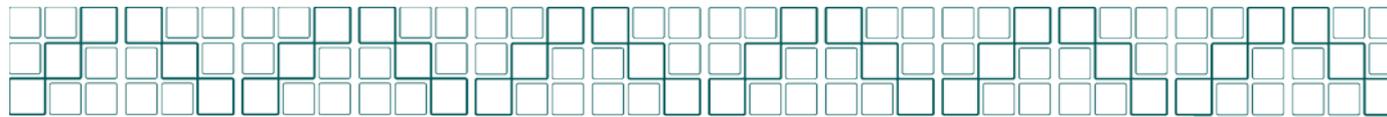
3. Industry conducts “bad” science

Drug therapy has virtually eliminated once common diseases like plague, polio, smallpox, tuberculosis, measles and chicken pox. The average life expectancy after a cancer diagnosis is now greater than 10 years.

US Life Expectancy

1915 56.8 years, Female
52.5 years, Male

2015 80.6 years, Female
75.9 years, Male



Advances Through the Decades

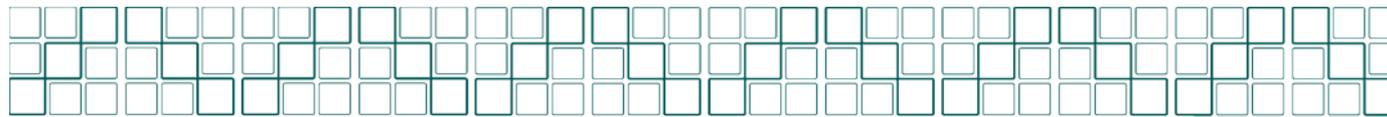
1940's	Antibiotic agents	Penicillin
1950's	Psychotropic agents	Thorazine
1960's	Anti-anxiety agents	Valium
1970's	Anti-depressant agents	Elavil
1980's	GI agents / Anti-rejection agents	Tagamet / Cyclosporine
1990's	Cholesterol / Hypertension agents	Lipitor / Diovan
2000's	Targeted Cancer therapy	Gleevec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



2. I Will Have My Project “Yanked Away”

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

- Your projects may change, for two basic reasons:
 - Your research was successful - the compound moves on to clinical trials
 - Your project was unsuccessful - No further work is warranted
- In both of these cases:
 - You are given months advance notification for planning
 - In the vast majority of the situations, you will be moved to a project where your skills and expertise can be best leveraged
- “Your boss wants you to be scientifically engaged and happy”



1. It's all About the Money

\$32,300,000,000

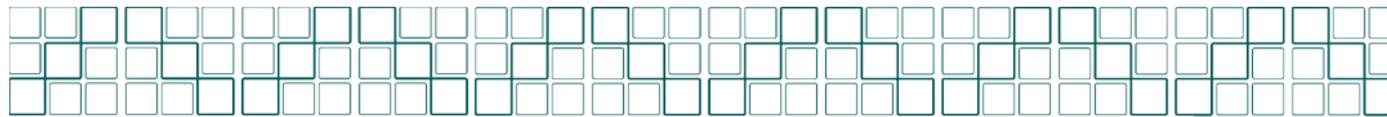
Fiscal year 2016 NIH research budget

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

\$35,600,000,000

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

■ Roche	\$10.2B
■ Novartis	\$9.3B
■ Merck	\$8.2B
■ Pfizer	\$7.9B
	<hr/>
	\$35.6B



Top-ten myths about an industry career in science

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

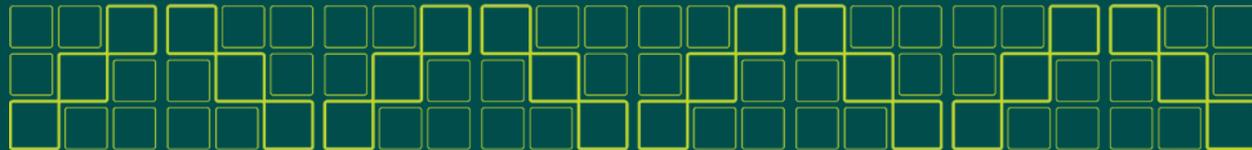
Picking the Perfect Postdoc Experience

Philip Y. Wang, PhD

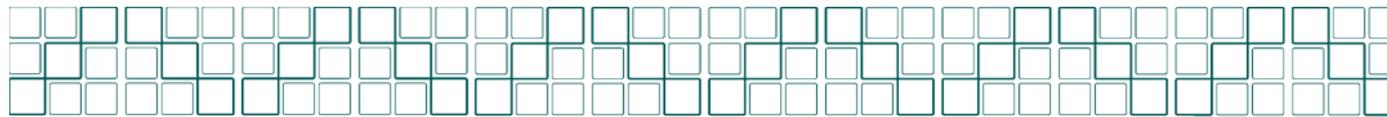
Director, NIH Graduate Partnerships Program

NIH Office of Intramural Training & Education

wangph@mail.nih.gov



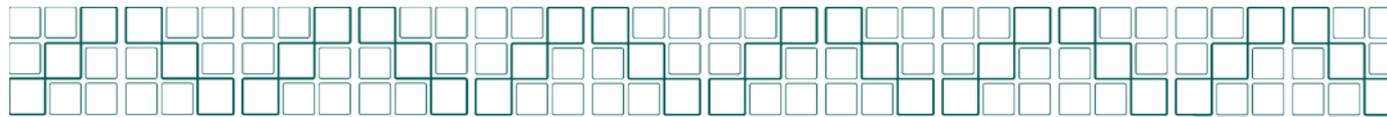
NATIONAL INSTITUTES OF HEALTH



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

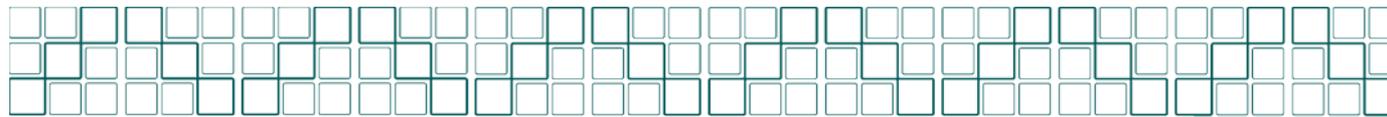
- More freedom in various ways
- Less structure, no classes/academic milestones
- More ability to move on (a different lab or a different path)

- *You need to ask yourself if you really need this step. That being said, a postdoc can be an amazing opportunity...*



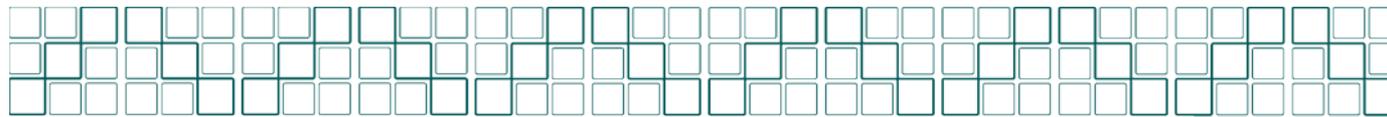
What to look for in a postdoc opportunity

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



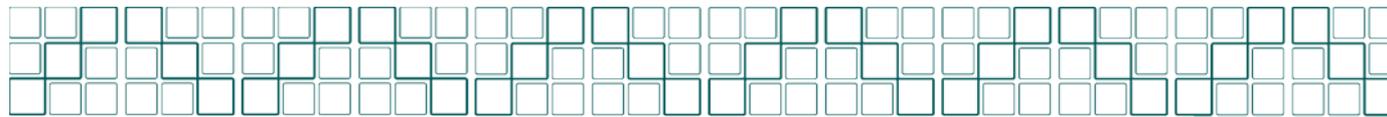
Finding the right advisor

- 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



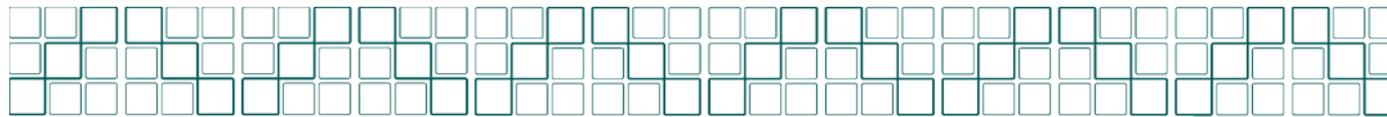
What does an advisor expect from you?

- 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



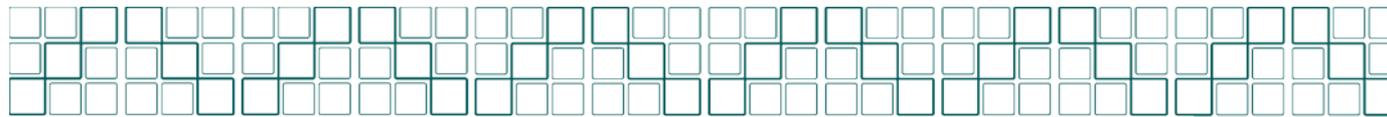
The Research Group/Labmates

- 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?



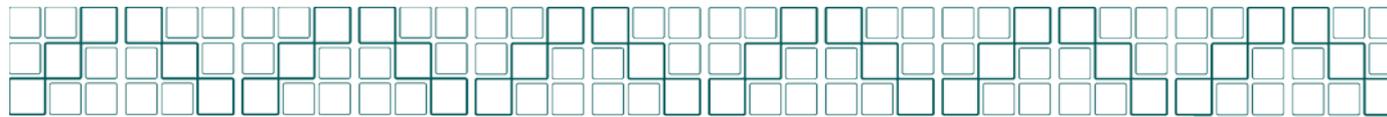
What to look for in an institution

- 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

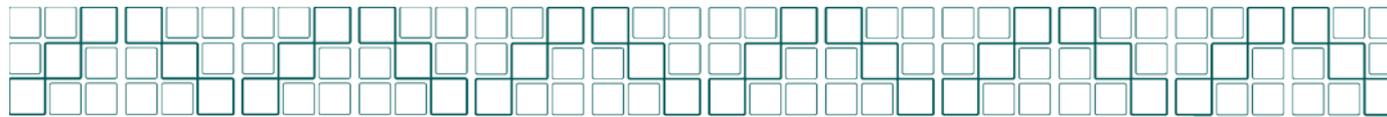
- Career
- Science

- *This does not mean have another boss!*



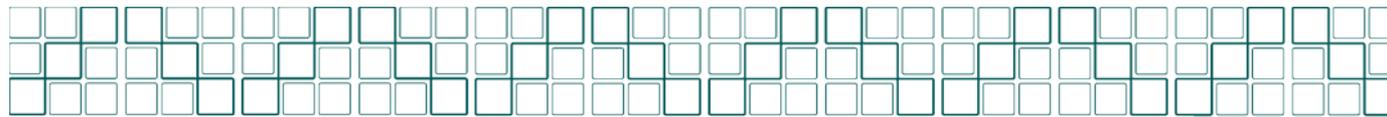
How do I find a postdoc lab?

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



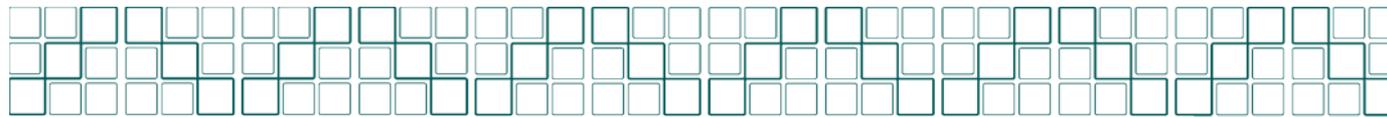
Other items to consider

- 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

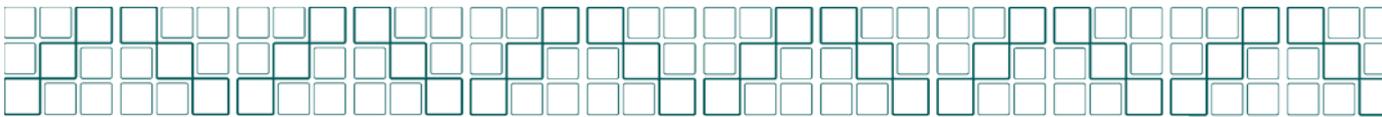
- It's never too early to network and set the foundation for working with someone
- For a grad student, serious inquiries/applying 6-12 months ahead of your defense is appropriate
- What materials are involved in a typical postdoc application?
 - Curriculum vitae
 - Personal statement of research interests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



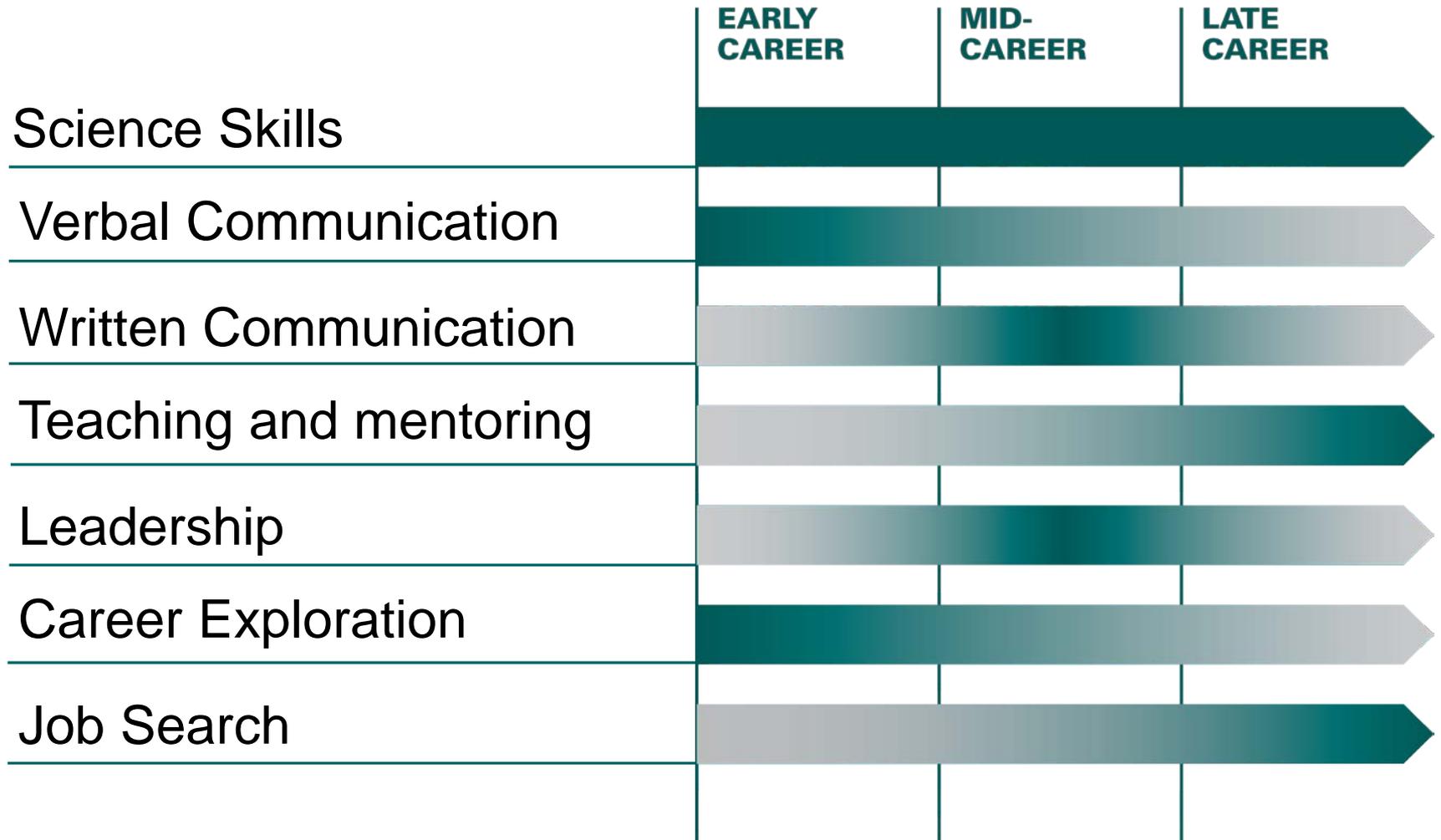
NIH Postdoctoral Programs

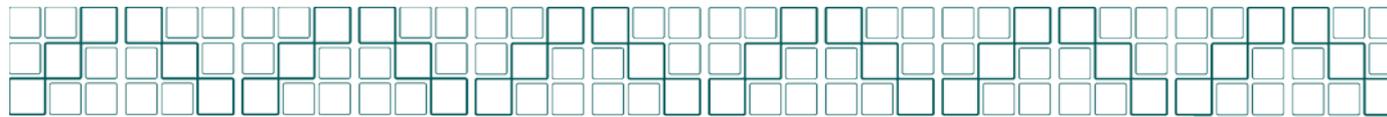
- Positions in basic, translational and clinical research. About 4000 postdocs at NIH!
- For US citizens and foreign nationals
- Must be within 5 yrs of receiving doctoral degree
- Standard maximum fellowship of up to 5 yrs, though potential for additional Research Fellow appointment for up to 3 more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

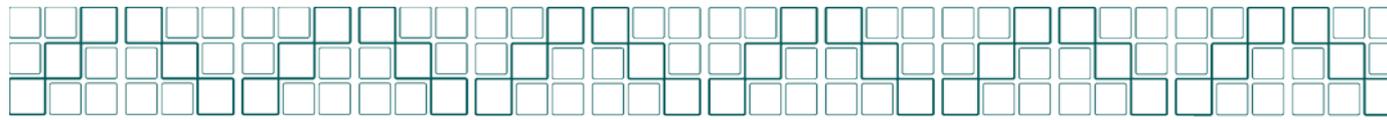
Careers Around the Globe:

Preparing for successful international job searches

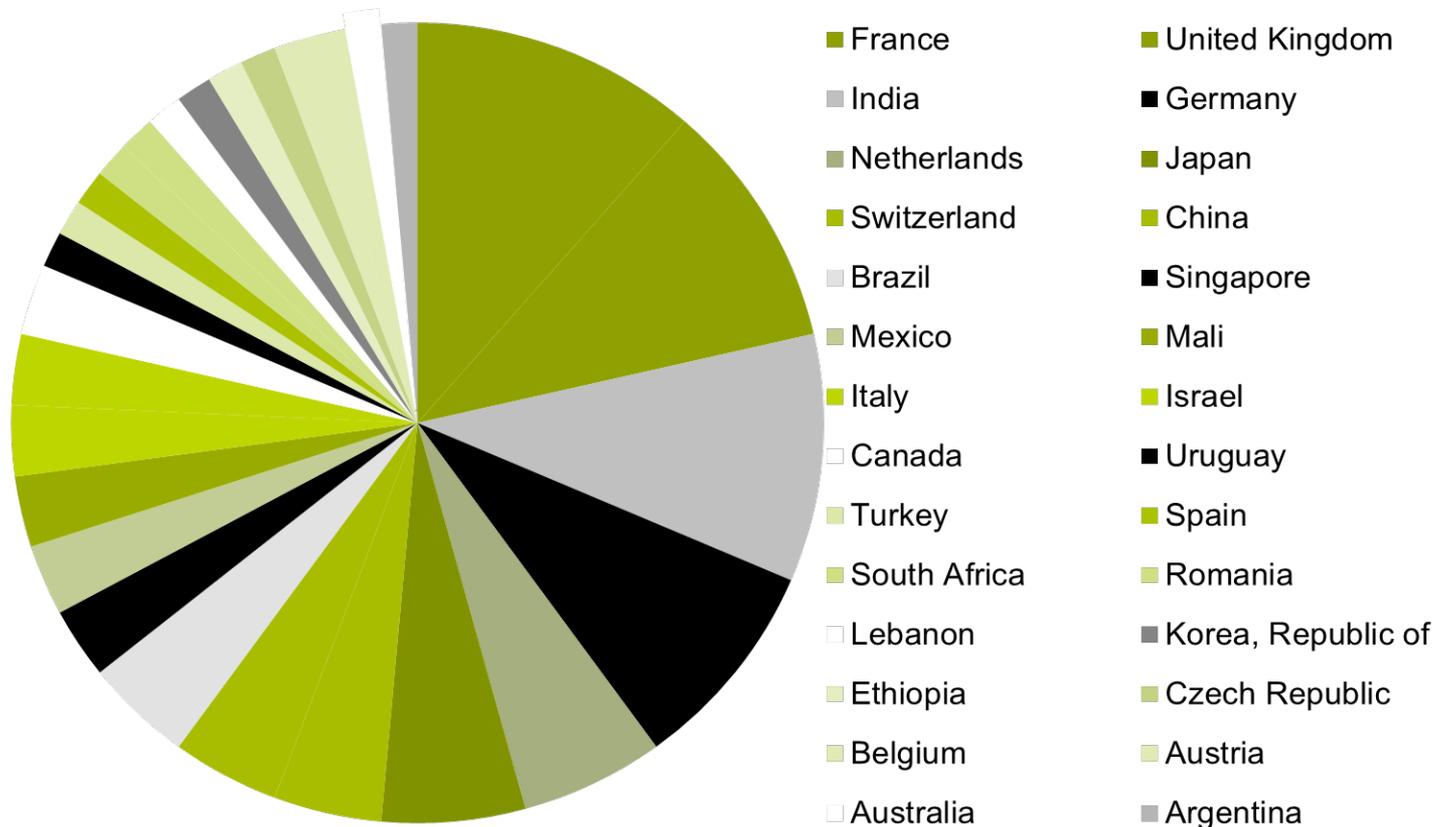
John Taborn, PhD
Career Counselor

NIH Office of Intramural Training & Education
john.taborn@nih.gov





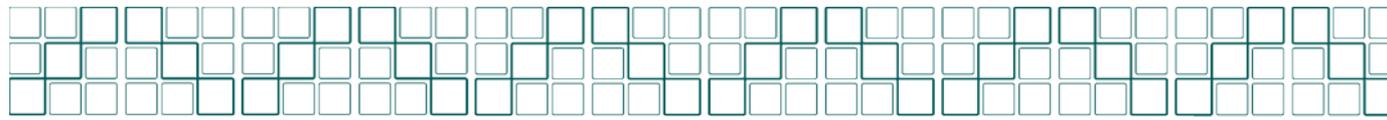
Snapshot of 70 former NIH Postdocs





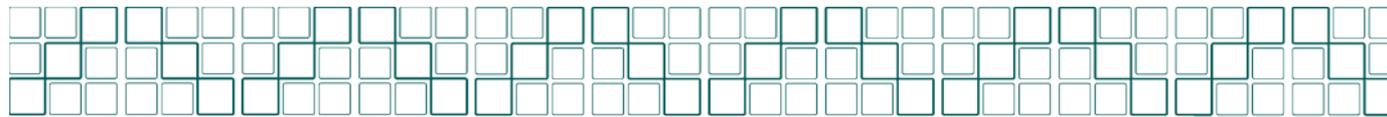
What Career Options Exist?

- Academia
- Industry
- Government
- Non-Profits
- Business



Thorough preparation will yield positive global job search results

- Decide where you want to live and work abroad
- Create a global career search timeline
- Identify global research and career opportunities
- Establish helpful professional relationships
- Create effective job search materials for that country (ie: CV, Resume, Application Letters)
- Learn about job search resources for that region
- Preparing additional materials (academic job search)
- Learn how to Navigate Visa issues
- Developing a cultural/language awareness



Seven questions to ask yourself about your preparation for a global career

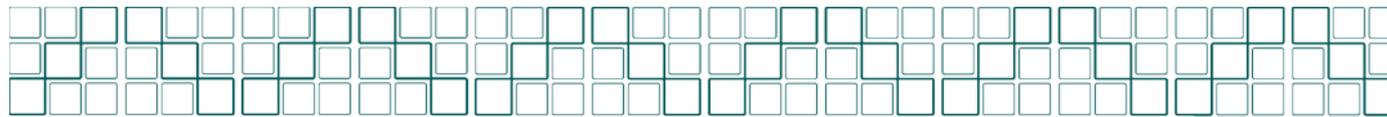
- ❑ Should/could you stay in your current country, go to another country, or go to your country of origin?
- ❑ What career opportunities exist and what does it take to apply to those?
- ❑ How does this decision influence my long-term scientific career?
- ❑ How much funding is available for science in particular countries?
- ❑ Will immigration policies influence your decision?
- ❑ What would be best for your family?
- ❑ How do you continue to network to get information and opportunities?

Borrowed From: 2014 OITE Career Blog Article: International Career Options in Science



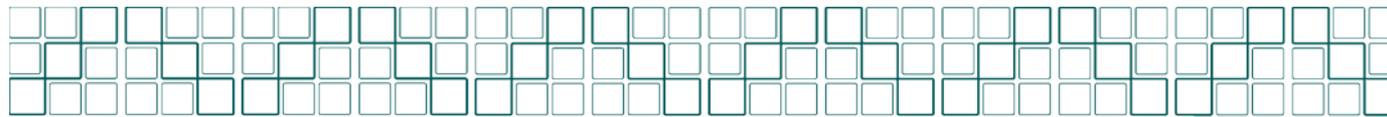
Develop a Global Job Search Timeline

- 24 months from end of training
 - Determine which career path you wish to follow
- 12 to 18 months from end of training
 - Develop of job search materials
 - Define your search targets / search strategies
 - Reach out and Develop your professional network contacts & resources
 - Prepare/practice for interviews and negotiating
 - Apply for visas etc.
- 12 months from end of training
 - Shift your focus towards the job search
 - Begin to finish up your work at NIH
- 6 to 9 months from end of training
 - Intensify your search to match visa preparation and deadline schedules if necessary



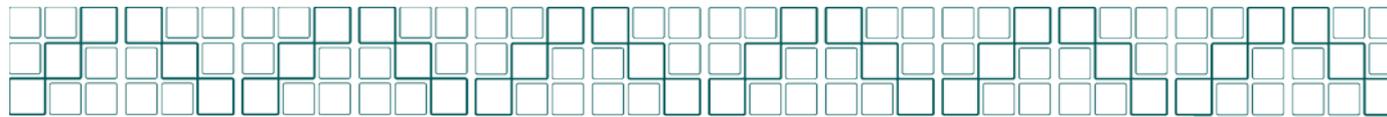
Create global job search materials

- Learn about global job search materials and postings
 - www.myvisajobs.com
 - www.Jobera.com
- Create materials that are region or country specific
 - CV or resume?
 - Structure, content and formatting of that content
 - Take advantage of successful examples or standardized online resources
- Cover letters and other documents
 - Structure, what employers expect to see, what language to use
 - Certificates, diplomas, other materials
- Academic Job Search Materials (teaching philosophies, job talks, etc)



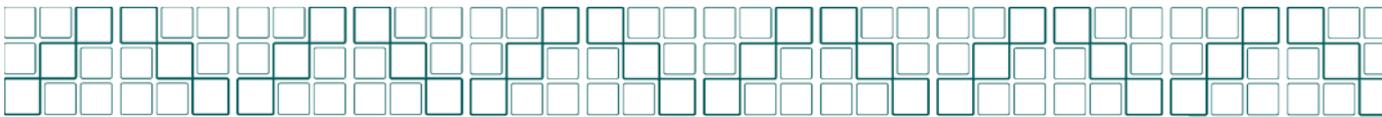
Sample: Global CV/Resume Checklist

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



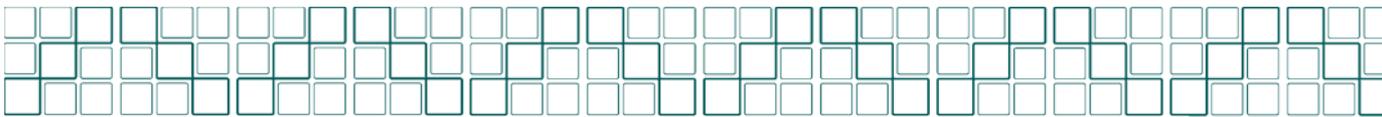
Building & maintaining networks abroad

- **Develop relations that work for you**
 - Provide inside information
 - Tap into the hidden job market
- **Where to look**
 - Current colleagues and NIH alumni
 - Face-to-face: conferences, career fairs, other events
 - Technology based: LinkedIn, ResearchGate, Mendeley, Twitter, Facebook
 - If you are returning to the country, re-activate previous networks
- **Tools to manage them**
 - <http://myidp.sciencecareers.org/>



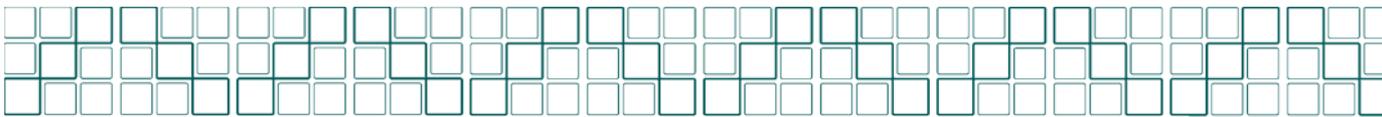
Finding job postings abroad

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



Staying in the U.S.

- Cap Exempt H1B Visas paths
 - Unlimited; apply year round
 - Colleges, universities, non-profit organizations, government research organization
- Cap Subject H1B Visas paths
 - 65,000 visas; season begins in April, start date October 1
 - Planning your job search around the future cap season
 - Creating positions for yourself or applying to positions
- Understanding the process is the key to navigating the process
 - Offer/acceptance, “prevailing wage”, Labor Certification Application, processing fees, immigration attorney?, approval
- [U.S. Citizenship and Immigration Services](#)
- NIH Division of International Services
- www.myvisajobs.com



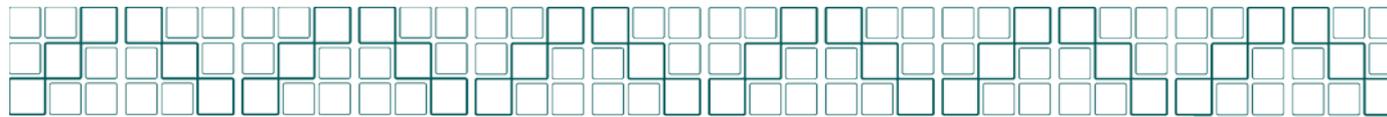
NIH Resources

- Office of Intramural Training and Education (OITE)
- NIH Fellows Committee (FelCom)
 - Career Development, FARE, etc
- Visiting Fellows Committee (VFC)
 - International Opportunities Expo (September 2014), Newsletter, Science Voices from Home, brown bag series
- Individual Country Support Groups
 - Sources for valuable information and network development
- NIH Division of International Services (DIS)
 - Visa and immigration support
- Fogarty International Center (FIC)
 - Global health resources, funding opportunities, programs, networking



More resources

- Use Linked-In and join the NIH Intramural Science Linked-In group
- Join and peruse the OITE NIH Training Alumni database
- View the OITE on-line career videocasts, workshops, including many on CVs, resumes and cover letters
- Read the OITE Careers Blogs
<https://oitecareersblog.wordpress.com/?>



What are they doing?

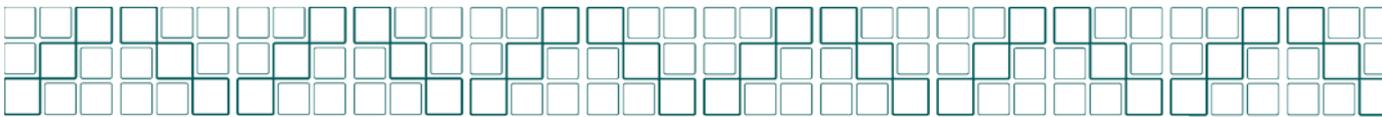
- Athula Murthi – Director, India Bioscience, India
- Matt Wenham – Executive Manager, Policy and Projects at Australian Academy of Technology and Engineering (ATSE)
- Giovanna Jaramillo Gutierrez – Technical Officer WHO, Switzerland
- Yair Herishanu – Director, Sourasky Hematology Clinic, Israel
- Pengjing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

Now What?

Making smart choices for your career

Lori Conlan, PhD
Director of Postdoc Services
NIH Office of Intramural Training & Education





My Career Path

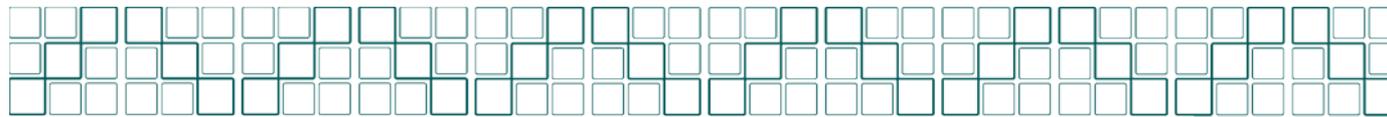
- Jobs
 - Postdoc, 2002-2006
 - Non-profit, NYAS-Science Alliance (2006-2008)
 - Government, OITE (2008 – present)
- All using similar skills, but to varying degrees and in very different ways
 - Analytical and problem-solving
 - Interpersonal
 - Communication
 - Tenacity
- Each transition was difficult 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?



Career Decision Process

- Figuring out what options are out there and you want
- Networking
- Build credentials
- The application and interview
- Making a decision

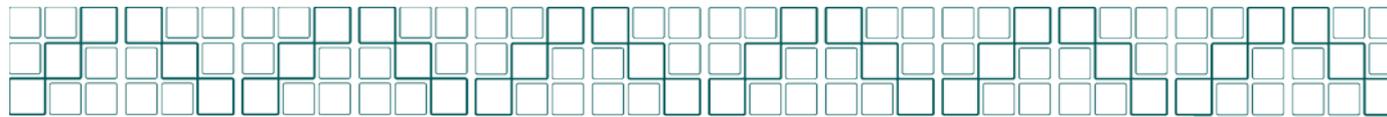




What sectors are the jobs in?

- Academics
- Government
- Industry
- Non-profit

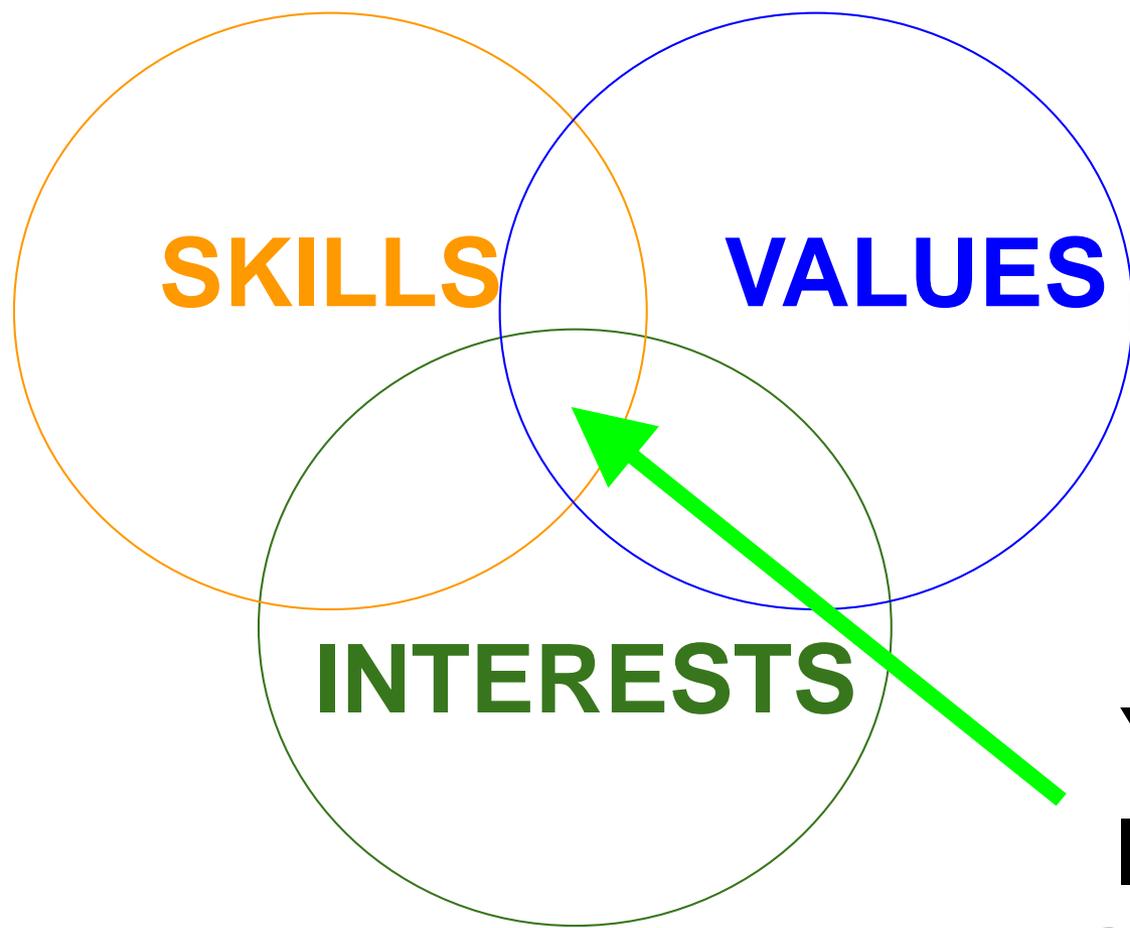
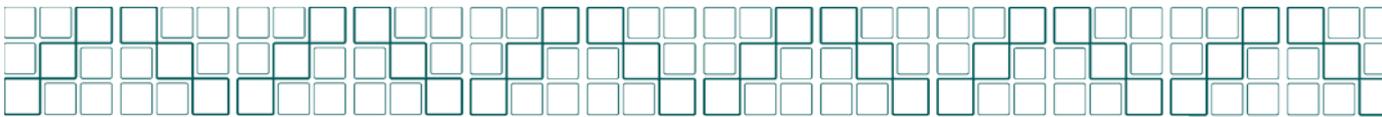
- On or off -the bench



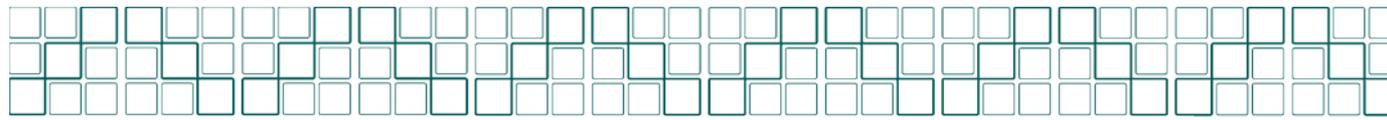
But first, you need to know yourself

- 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

- Skills-Interests-Values

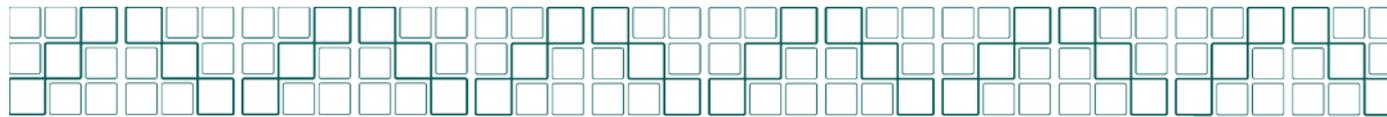


**Your
Ideal
Career**



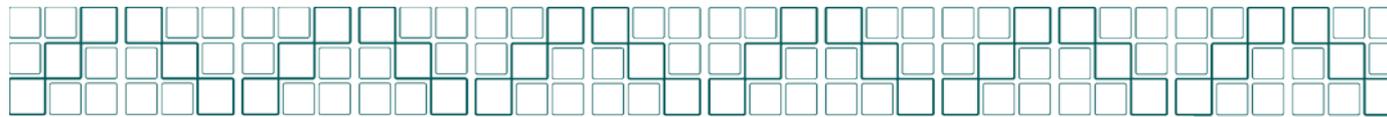
Your Skills

- Can be learned and enhanced
- Typically can be described as a verb (“-ing”)
- Important to define skills as specifically as possible
 - For career exploration and for your job search
- **Transferable skills**
 - Skills acquired during any activity in your life that are applicable to what you want to do in your next job
 - Many junior scientists have difficulty identifying their transferable skills



Skills Recruiters Want

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

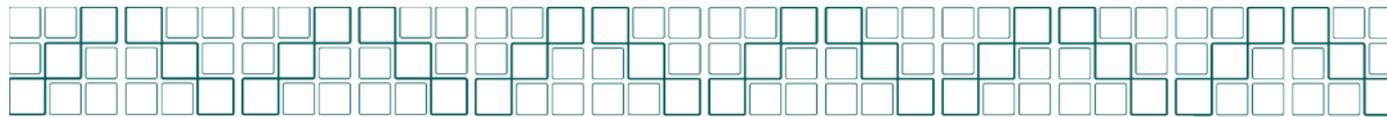


Skills Career Choices

How would skills change based on career type?

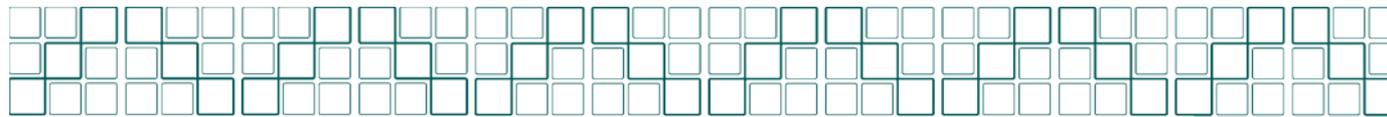
1. Pick a skill from the slide before
2. From your past how would you prove that skill?

This will help you to expand your key skills that should be developed for different career paths



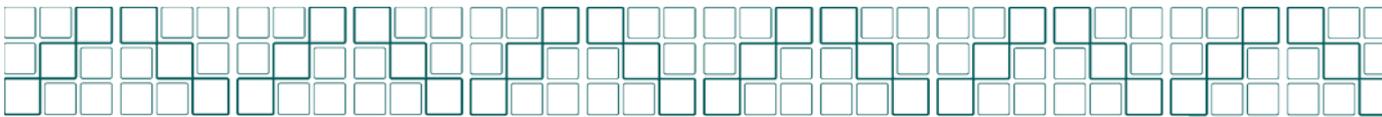
Your Interests

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



Interests

- Realistic (Doers)
 - Like to work with things
- Investigative (Thinkers)
 - Like to analyze data and ideas
- Artistic (Creators)
 - Like self-expression
- Social (Helpers)
 - Like to work with people
- Enterprising (Persuaders)
 - Like to build organizations
- Conventional (Organizers)
 - Like to organize data/info systems

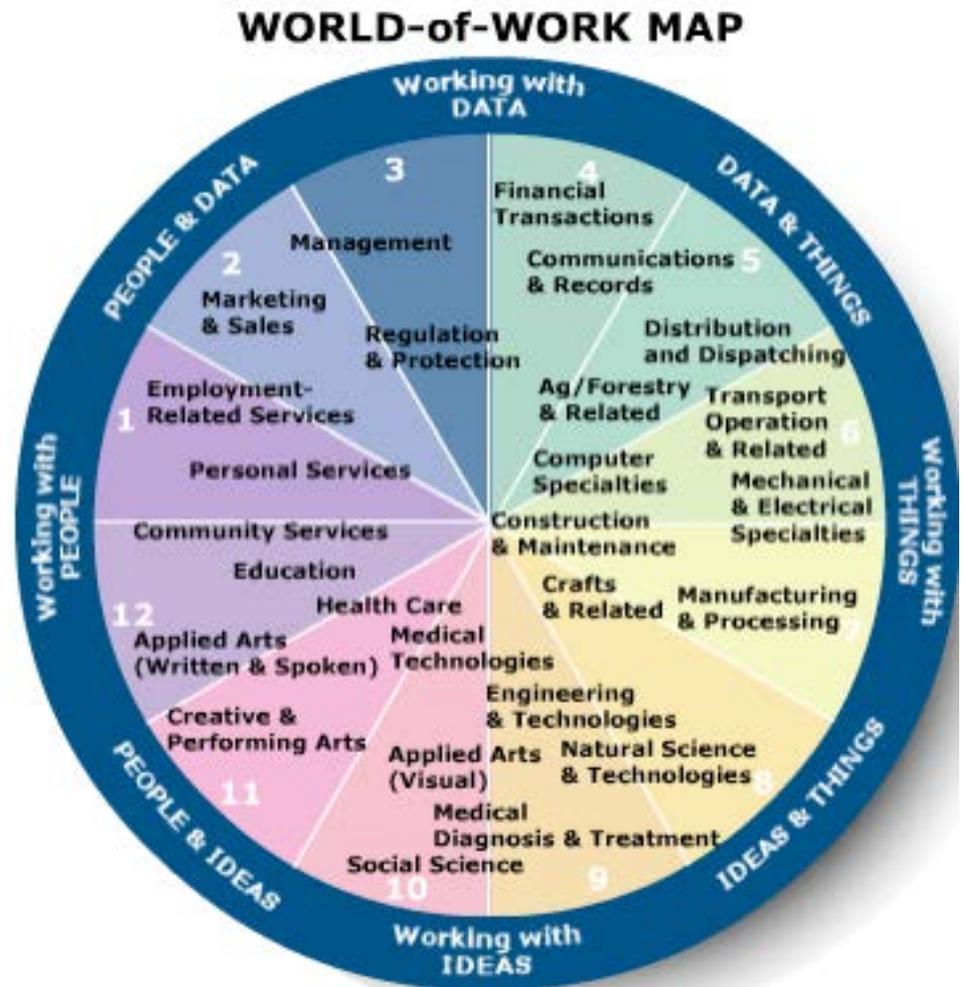


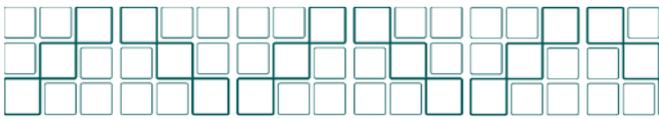
Interests

What people like to do...

Involve:

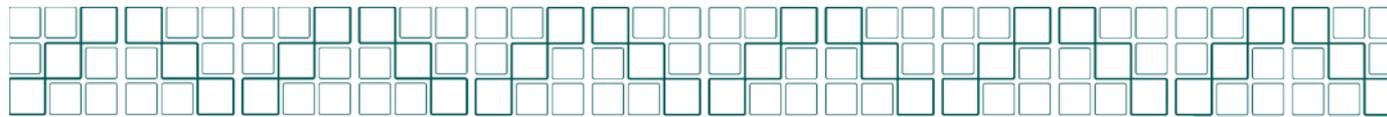
- Data
- Things
- Ideas
- People





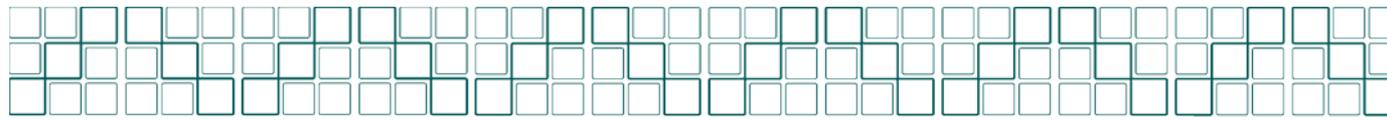
Science Specific Interests

PRACTICAL Technical Systematic Application	SCORE	INVESTIGATIVE Research Discovery Curiosity	SCORE
Conducting experiments, collecting data Using mathematical/statistical tools Equipment and methodologies Instrumentation knowledge & understanding Applying specialist technical skills Practical and physical experimental tasks Collecting samples, taking measurements Taking responsibility for lab resources, incl. cell, animal and plant care/maintenance.		Making new discoveries Interpreting results and data Conceptualising and designing investigative research projects to test a hypothesis Thinking up new theories/processes Learning about new research Researching/reviewing literature Researching/Reviewing research literature Writing and reviewing research articles	
ENTERPRISING Inventive Resourceful Leadership	SCORE	SUPPORTIVE Advising Instructing Cooperating	SCORE
Preparing and conceptualising grants Promoting and 'selling' your ideas Setting up new projects Thinking 'big picture' and having new ideas Coordinating/leading projects Technology transfer/IP opportunities Establishing new collaborators Freelance consultancy work Marketing and promoting research		Helping and supporting others Supervising/mentoring Teaching/tutoring Demonstrating in undergraduate practicals Liaising with people (eg colleagues, peers, collaborators, editors, students) Networking at conferences Being involved in/organising events that bring people together	
CREATIVE Artistic Imagination Design	SCORE	ADMINISTRATIVE Executive Management Organisation	SCORE
Imaginative data presentation Technical/research design innovation Artistic realisation (visual, performance etc) Popularising science to the public Creating imaginative designs Theatrical and dramatic presentation Writing press stories, media engagement Writing general interest science articles Blogging and other social media		Organising experimental schedules Keeping records of data and/or budgets Working to deadlines Managing finances Organising workload and prioritising tasks Serving on committees Writing reports Editing manuscripts Marking and assessing student essays	



Your Values

- More personal, **often ignored**, and subject to a variety of cultural, personal and family influences
- Mismatch between values/needs and actual job is often a source of job dissatisfaction and stress
- Intrinsic values: motivation and satisfaction
- Extrinsic values: physical environment, pay/benefits, and titles
- Lifestyle values: the intersection of work and life

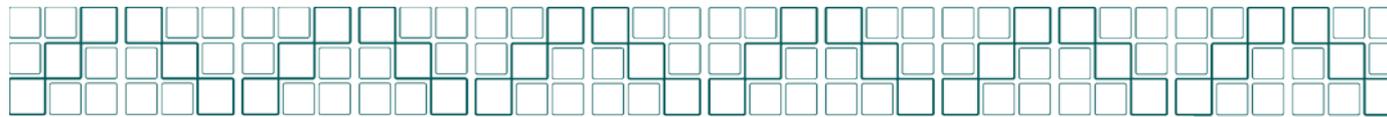


Values Exercise

- Frequent dealings with the public
- Variety and a changing work pace
- Opportunity for global perspectives and international work
- Substantial teamwork and group interaction

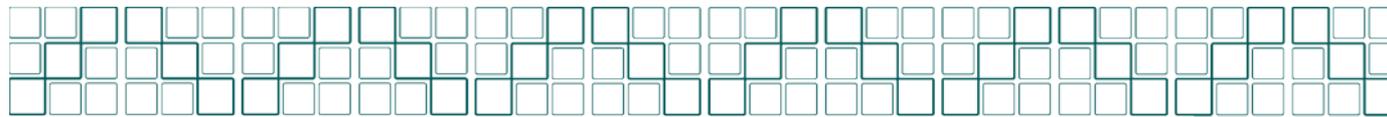
- Friendships and warm working relationships
- Flexibility in work schedule and structure
- Opportunity for significant teaching and mentoring
- Stability and predictability in my job

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



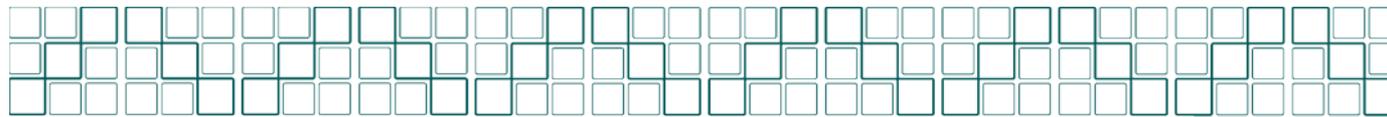
There are Big Consequences for Ignoring This Self-Reflection

- The 90,000+ hours rule
- You can NOT get this from the web, from reading a book, or by asking others.
- Provides some rationale for exploring some jobs over others, but this is not proscriptive



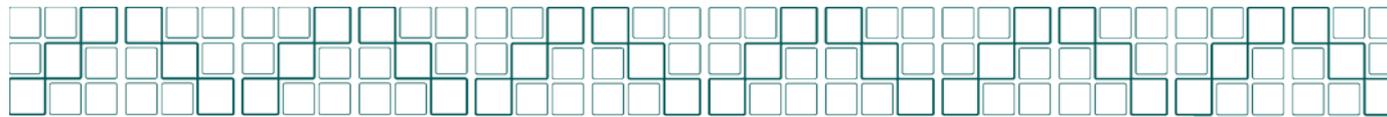
So you have an idea, now what?

- The types of jobs available to individuals with a particular degree and experiences
- Details of the responsibilities and duties of the occupation or position
 - Specific job demands and tasks
 - Unspoken “rules of the trade”
- The qualifications and experiences needed to get the job
- Salary, typical benefits, perks, and advancement opportunities
- Down-sides, risks, and typical de-railers



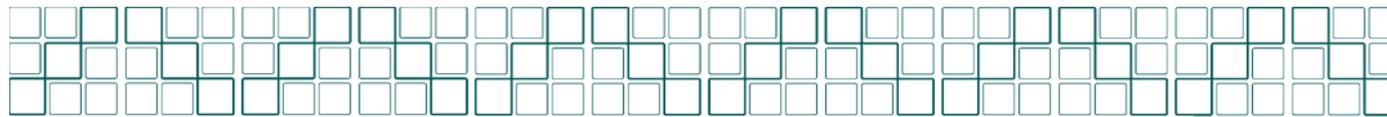
More On Options

- Have expanded in some areas and contracted in others
 - See <http://stemcareer.com/> for updated information in all STEM disciplines
- Some decision nodes:
 - Amount of schooling you are willing to consider
 - Amount of risk you are willing to accommodate
 - Your flexibility and ability to relocate, “climb the ladder” and tolerate work-life imbalance (at least temporarily)
 - Level of responsibility and independence you want in the long-term
- Exploration leading to a list of specific jobs and sector(s) you will target



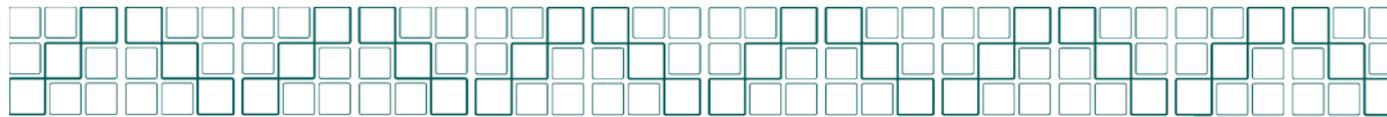
Major Categories of STEM Career Options:

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



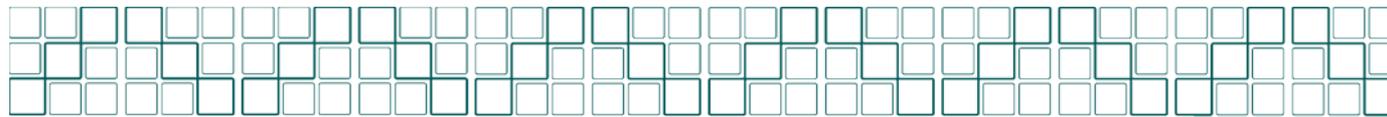
Gaining Options Knowledge

- OITE website, blog and YouTube
- Read
 - Books
 - Blogs
 - Web sites
- Attend workshops
 - On campus
 - Local and national opportunities
- Talk with mentors, colleagues and friends
- See a career counselor in the OITE
- **INFORMATIONAL INTERVIEWING**



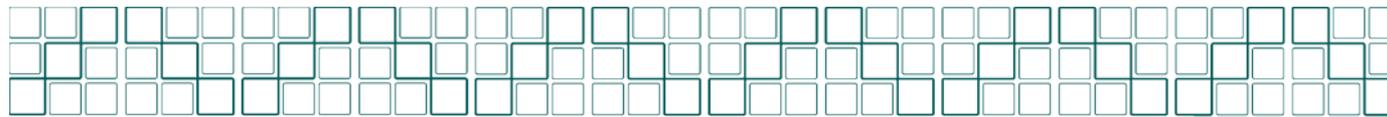
Informational Interviews

- Help prepare strong application
- A good way to find a career path or get info on a current job opening
- Allows insider information
 - Responsibilities and duties of an occupation or position
 - Salary, typical benefits, perks, and advancement opportunities
 - Down-sides, risks, and typical de-railers
 - The qualifications and experiences needed to get the job
- Are not a way to ask for a job!!



Four Areas

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

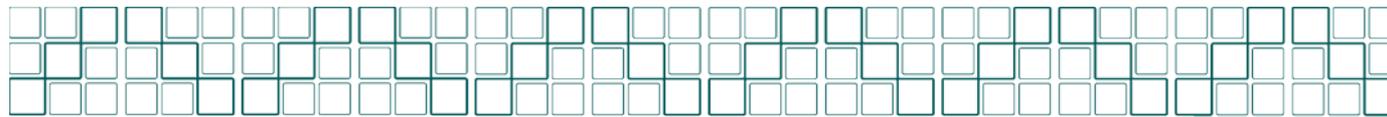


Example 1

Dear Dr. Milgram:

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

Sincerely,

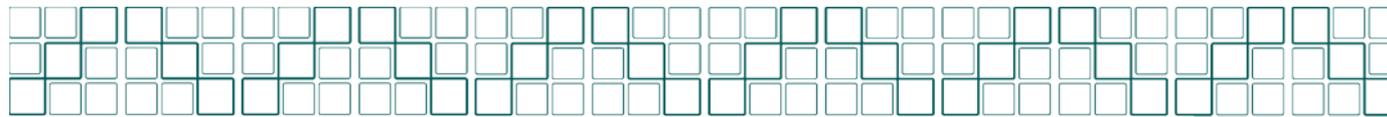


Example 2

Dear XXX:

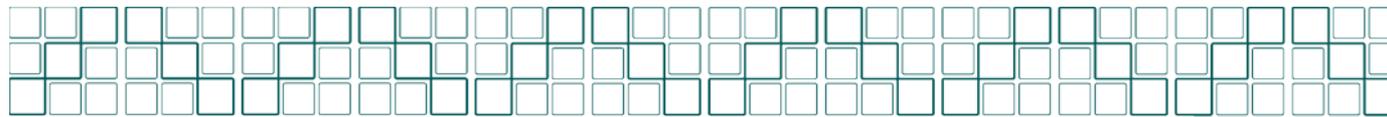
I am considering a career transition from nursing to clinical research and Dr. XXX from XXX suggested I contact you. I recently completed a short volunteer internship under her guidance and this experience solidified my interest in a clinical research career. I would greatly appreciate an opportunity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

Thanks in advance,

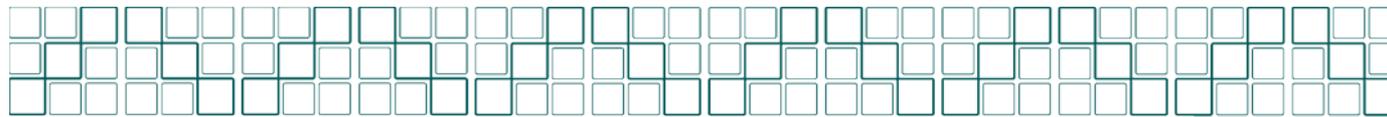


Some Fundamental Truths

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



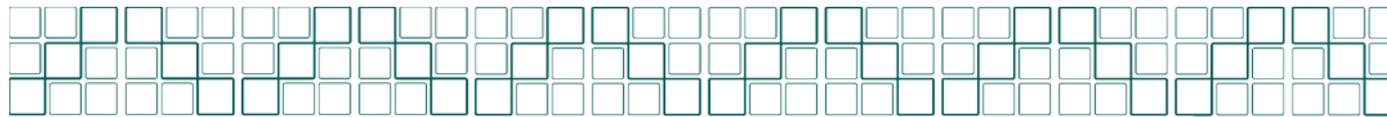
If you did not care what anyone else thought about your choice, what would you do?



The hard part: choosing



- It feels like you are stepping off a cliff...
 - But you never know unless you let yourself try.



More resources

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

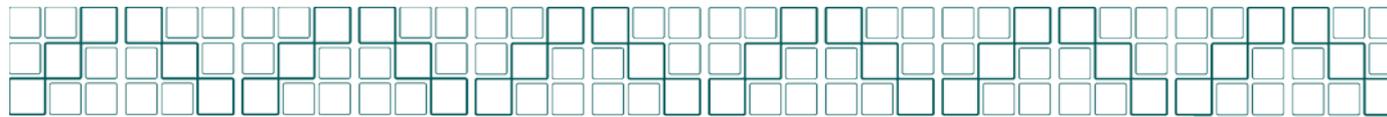
Résumés, CVs, & Cover Letters

Phil Ryan, PhD

Deputy Director, Graduate Programs and Student Services

NIH Office of Intramural Training & Education

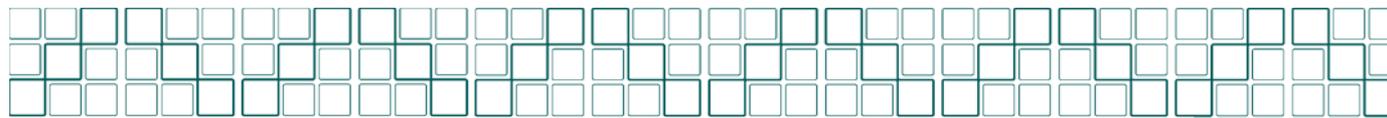




Tips for CVs and Resumes

- Make it easy for people to find the information they are interested in
 - Clearly defined sections
 - Consistent Format

- White space is your friend
 - No paragraphs
 - Indent and bullet points



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



For Academic Positions - CV

■ Education

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

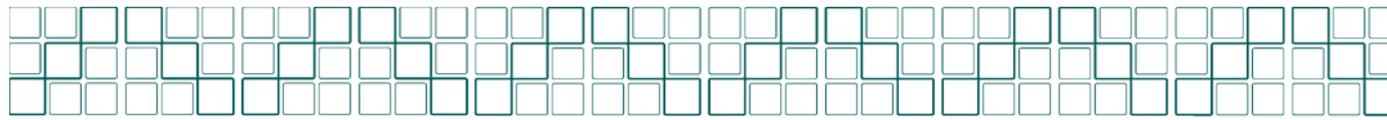
■ Experience

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

■ Skills/Techniques

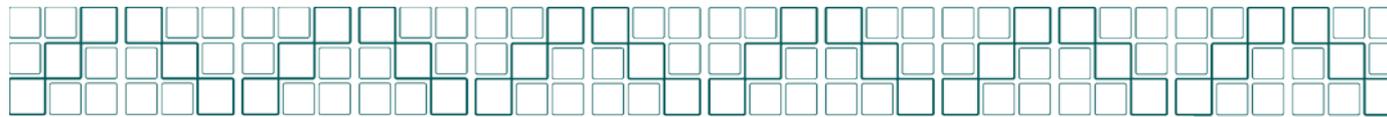
■ Certificates, Additional Coursework, relevant extracurricular activities

■ Publications



For Academic Positions - CV

- **Show productivity**
 - Publications – High impact journals, multiple publications, high citation numbers
 - Presentations – Conference/meeting oral presentations, invited talks, poster presentations
 - Awards – Grants, Abstract competitions, poster competitions, etc.
- **Committee work/Community Outreach and Service**
 - Term limited committee work
 - Shows leadership and commitment to team work
 - Shows time management
 - Related to your career or research interest

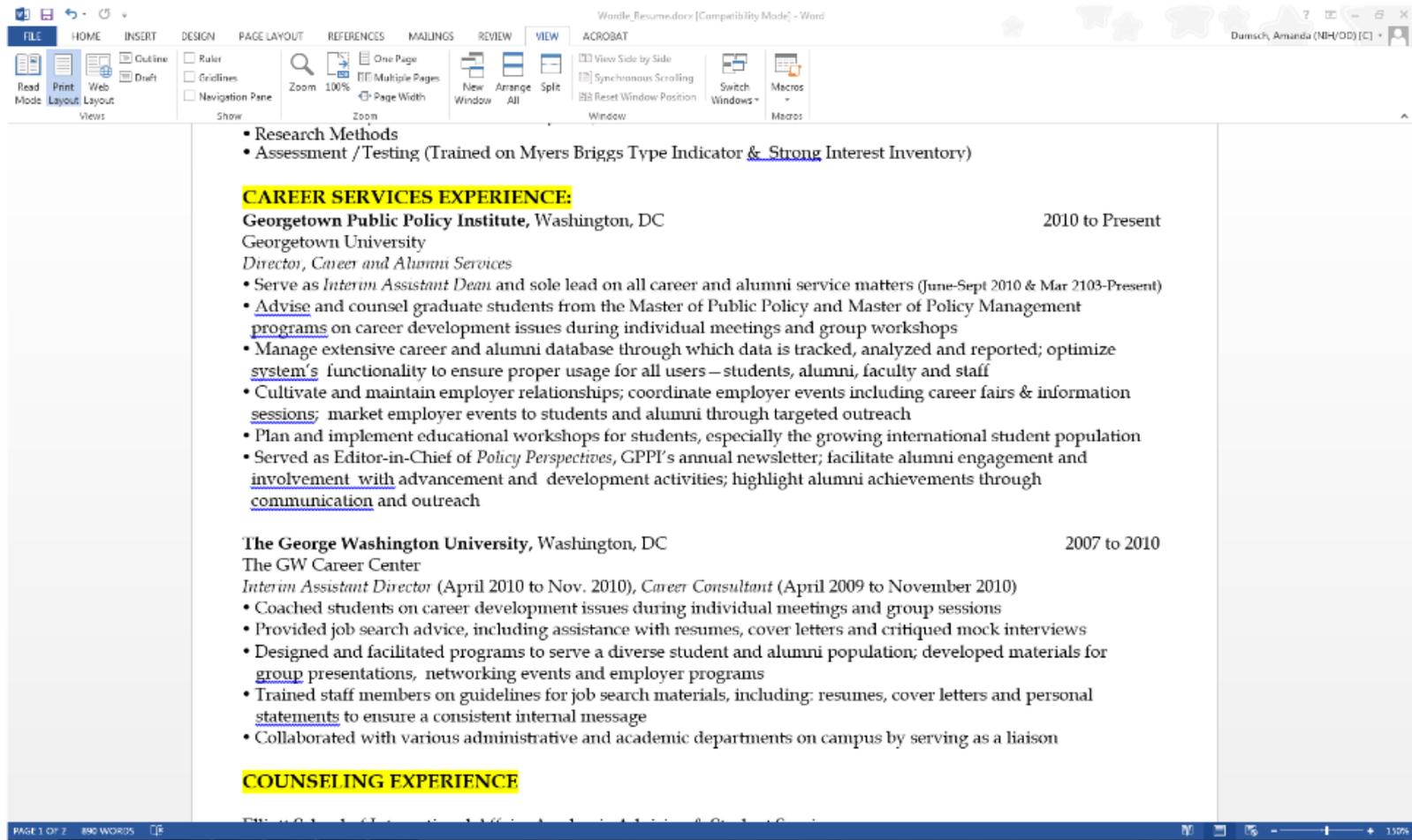


What is a Résumé?

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



Experience Section Sample



Wardle_Resume.docx [Compatibility Mode] - Word

FILE HOME INSERT DESIGN PAGE LAYOUT REFERENCES MAILINGS REVIEW VIEW ACROBAT

Read Mode Print Layout Web Layout Draft

Outline Gridlines Navigation Pane

Zoom 100%

One Page Multiple Pages Page Width

New Window Arrange All Split

View Side by Side Synchronous Scrolling Reset Window Position Window

Switch Windows Macros

Damsch, Amanda (NH/DD) [C]

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

CAREER SERVICES EXPERIENCE:

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

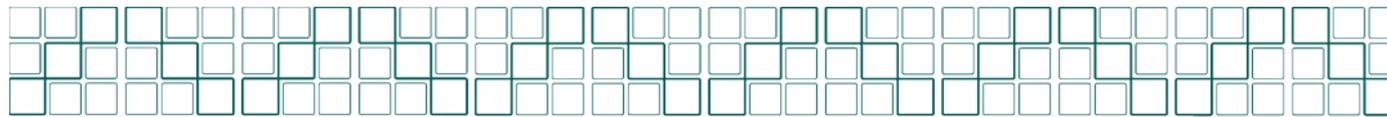
- Serve as *Interim Assistant Dean* and sole lead on all career and alumni service matters (June-Sept 2010 & Mar 2103-Present)
- Advise and counsel graduate students from the Master of Public Policy and Master of Policy Management programs during individual meetings and group workshops
- Manage extensive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

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

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

COUNSELING EXPERIENCE

PAGE 1 OF 7 890 WORDS 110%

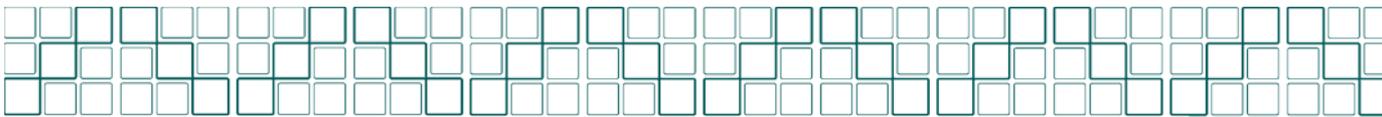


Summary/Objective Statement

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

- Seeking a responsible position in an industry lab doing cancer research.

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



Qualifications Summary

The screenshot shows a web browser displaying a resume sample titled "Résumé Sample: Postdoc Applying to Industry". The resume content includes the name "PAT RYLEE", contact information, a "SUMMARY OF QUALIFICATIONS" section with a bulleted list, and an "EDUCATION" section with details for Johns Hopkins University and Lynchburg College. Three blue callout boxes provide design notes: one pointing to the name, one pointing to the summary header, and one pointing to the overall text formatting.

DESIGN NOTES

Name is largest text on the page (20 points)

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

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

Typeface (font) is Times New Roman

Résumé Sample: Postdoc Applying to Industry

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

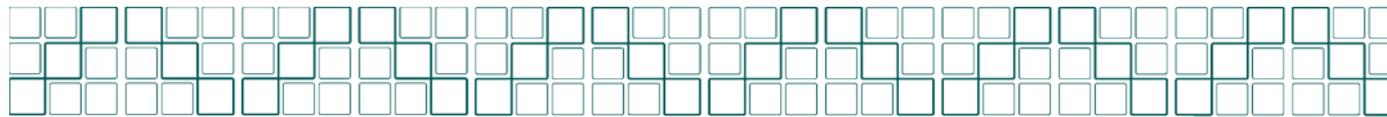
SUMMARY OF QUALIFICATIONS
Biostatistician with over five years of experience in the field and expertise/skills in:

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

EDUCATION

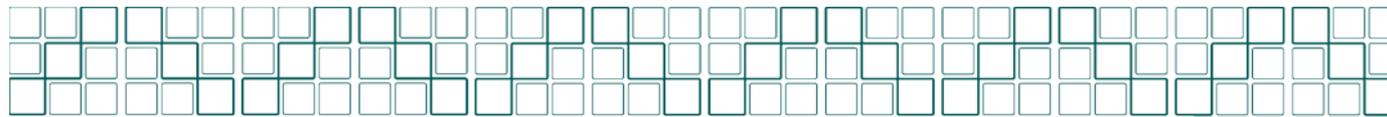
Johns Hopkins University, Baltimore, MD
PhD, Biostatistics, May 2010
Concentration in Epidemiology
Relevant Coursework: Advanced Regression/Program Evaluation Methods, Management, Advanced Statistical Models, Comparative Biostats Processes
Thesis: *Determining High-Risk Candidates for Epidemiological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

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



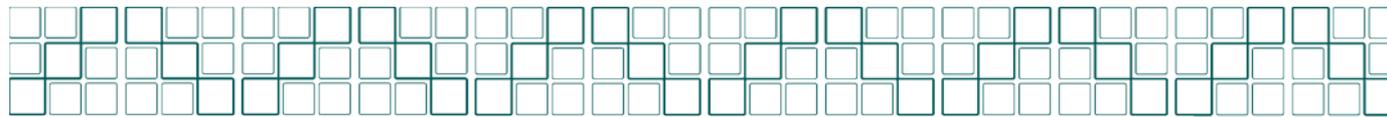
Skills and Techniques

- 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



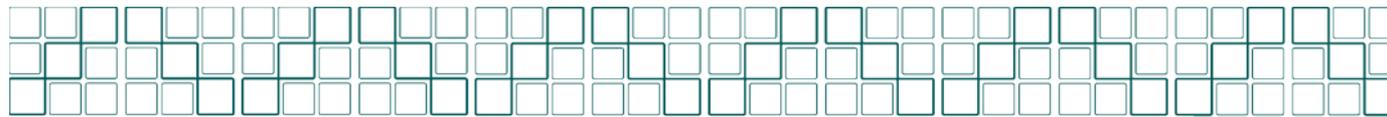
Communication Skills

- 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



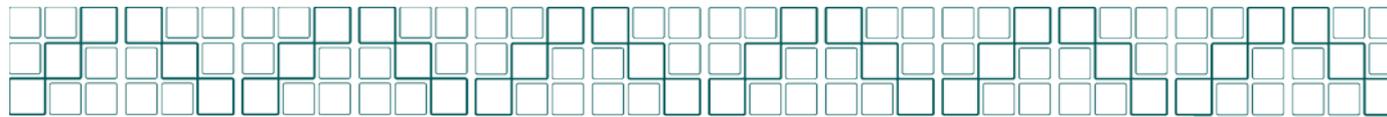
Translating Your Transferable Research Skills

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



Questions to Ask Yourself

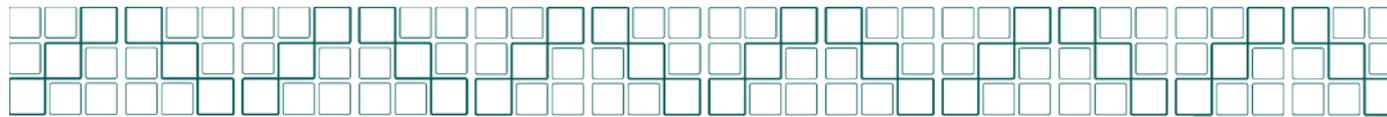
- What were my job responsibilities?
- What were my major accomplishments?
- What skills did I develop?
- What decisions did I make?
- How did I work with and motivate people?
- How can I quantify my results?
- How did I communicate in my job?
- Did I assume a leadership position?
- How did I make a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



DO NOT INCLUDE

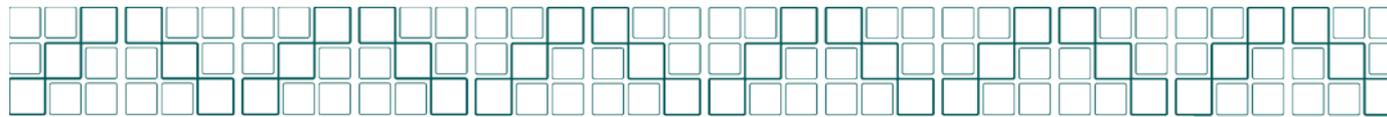
- SSN*
- PHOTO
- HEIGHT/WEIGHT
- BIRTHDATE
- REASONS FOR LEAVING
PREVIOUS EMPLOYERS
- REFERENCES
- MARITAL STATUS
- CITIZENSHIP*
- CITY/COUNTRY
OF BIRTH
- SALARY
REQUIREMENTS
- SAY “My duties
included” or “I
was responsible
for...”

* Unless Federal Resume



General Thoughts

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



Cover Letters

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

- **First Paragraph:**
 - How you found the job
 - Why you are interested in the position/employer
 - Why them? (Do your homework!)

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



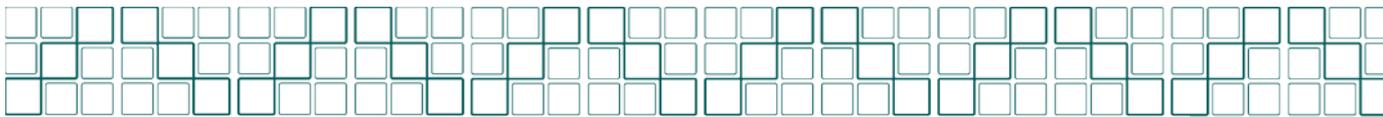
Cover Letters, cont'd.

■ **Third Paragraph:**

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

■ **Fourth Paragraph:**

- Interest in interviewing
- Follow-up on the mission of the organization and how can support it
- Thank them for their consideration



Business Letter Format

Click on Tools, Sign
Comment to access
features.

OITE Cover Letter Guide

Cover Letter Sample #2

123 First Street
Alexandria, VA 20000

March 1, 1015

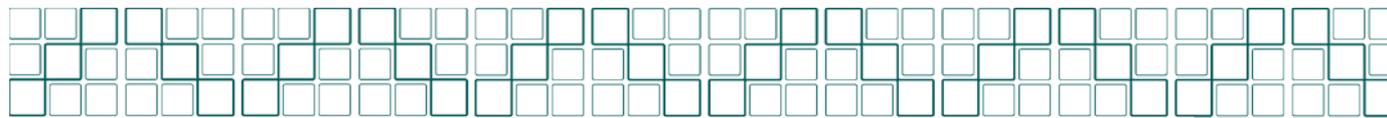
Dr. Sherryl Rockefeller
Program Director
Education Nonprofit
Anytown, USA 00001

**Postdoc Applying to
Non-Bench Position**

Dear Dr. Rockefeller:

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

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

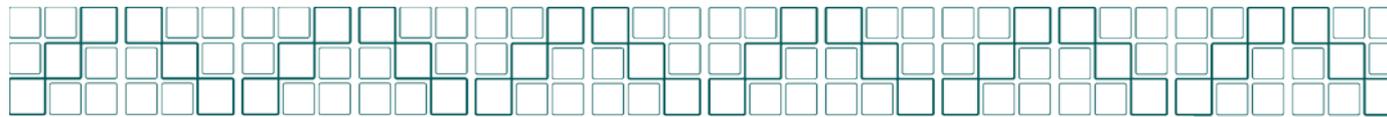


Employers use a cover letter to...

- Assess your written communication (English) skills
 - Proof read
 - Have others proof read

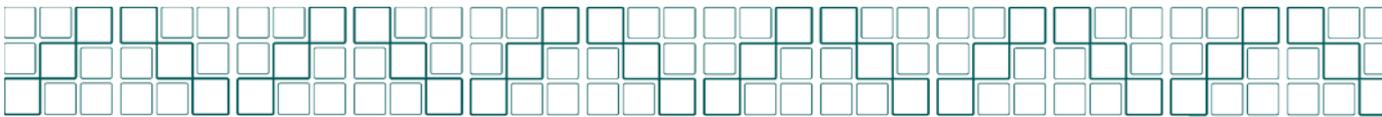
- Get a glimpse into who you are
 - How you fit in their organization matters

- Determine if you understand the organization and the needs of the organization
 - Mission, vision and value statements



Useful Cover Letter Tips

- Write to a person
 - Hiring manager or position supervisor
- Be brief but inclusive
 - Avoid superlatives. Concise sentences
- Avoid contractions and acronyms
 - NIHers have a hard time with this...
- Have someone else read it before you hit send



Resources

NIH OITE YouTube Channel

https://www.youtube.com/channel/UCQQHo_QnuBxdfcsRy4ING

Gw

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

https://www.youtube.com/watch?v=6AN_uh0DDeo

OITE YouTube

Home - Office of Intra... Workshop Series VideoCasts Videocasts - Overview NIH Career Symposium Resources Dashboard - OITE Care... Career Magazine | Scie... FIND a MENTOR Clinical Center: Volunt... PeopleNet Login Workforce Solutions | ...

YouTube

Resumes & Cover Letters

Amanda Dumsch
Career Counselor OITE

Resumes and Cover Letters

NIH OITE

Subscribe 372

343 views

Published on Sep 8, 2015

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

SHOW MORE

Comments are disabled for this video.

Up next

Autoplay

Applying to the NIH Summer Internship Program
NIH OITE
11,423 views

Resume & Cover Letter Writing Presentation
MDUJGO
1,578 views

CV vs Resume: What's the Difference
NIH OITE
869 views

Finding Your Perfect Postdoc Experience
NIH OITE
1 view · NEW

Top Resume and Cover Letter Mistakes
Recruiter
2,218 views

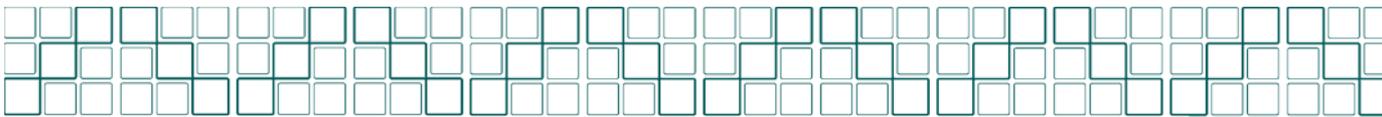
Cover Letter Tutorial
unhCareerCenter
149,978 views

NIH Community College Day
NIH OITE
301 views

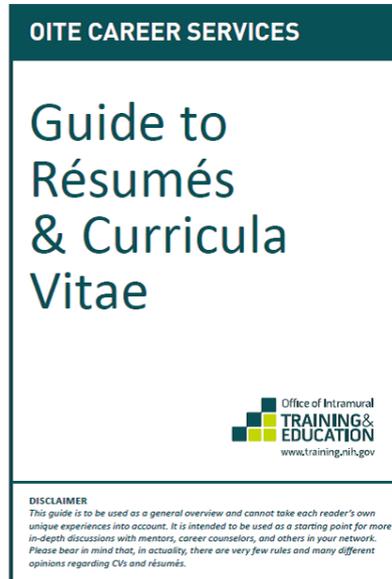
Resumes and Cover Letters: Advice from Real Recruiters
FonziQuik
12,604 views

Best Way to Write a Resume, Job Genius
Express Employment Professionals
3,318 views

Red Hawk Resumes: Stand Out!
MDUCareerWorkshops
138 views



More Resources – Two Must Read Blogs



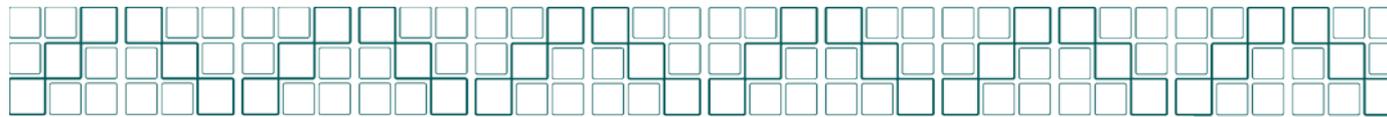
Resume/CV/Cover Letter Guides

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

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

What Are My Transferable Skills?

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

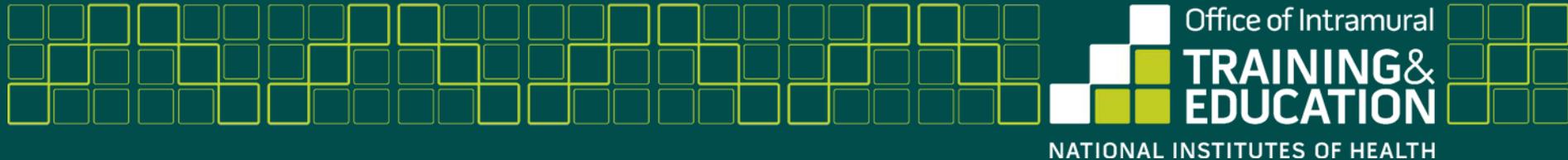


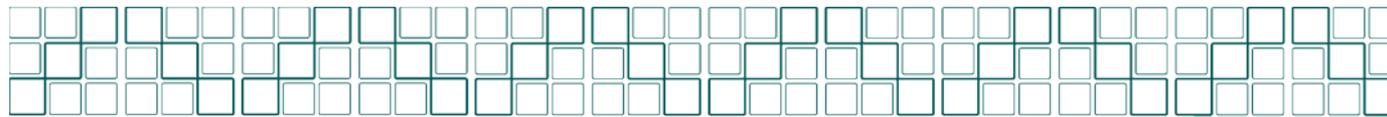
Keep In Touch

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

New Job- New Mindset

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





Culture

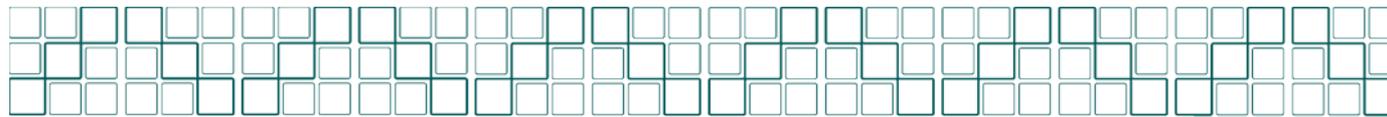
“The way of life, especially the general customs and beliefs, of a particular group of people at a particular time.”

Cambridge English Dictionary



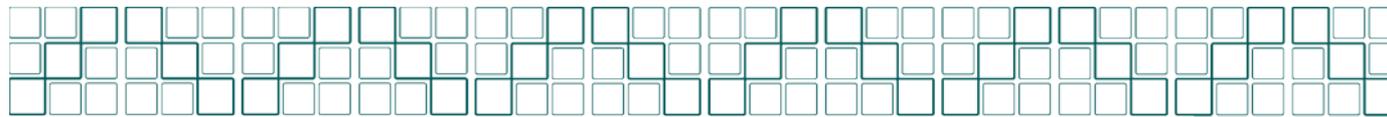
Some Thoughts on Work Culture

- Every work environment has cultural norms
 - Both spoken and unspoken
 - Between employees themselves and between employees and bosses
 - Some organization-wide and some internal to the specific group or office
- The longer we are in a culture the less aware we are of that culture; therefore:
 - You may not be aware of cultural norms you are carrying from your old environment
 - Established employees do not always articulate important cultural norms clearly (or at all)



To Thrive and Get Ahead

- Understand and adjust to important cultural norms
 - Work schedule (hours, attendance, leave, telework)
 - Dress and other communication/metacommunication
 - Group dynamics and general atmosphere
 - Types and frequency of social group interactions
 - Independence in setting goals, priorities and specific approaches
 - Approaches to decision making, risk taking and creativity
 - Feedback frequency and style
- Embed into important office and organizational networks
 - Which all have their own cultures and subcultures
 - Which directly, or indirectly, impact your interactions within your primary group
- Goal is to both 'fit in' and 'stand out'
 - No one right way to do this



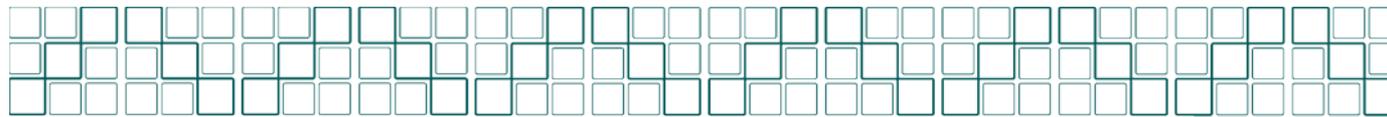
Learning About Cultural Norms

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



Some Questions You Might Ask

- Of near-peers:
 - What surprised you the most when you first arrived?
 - Can you share some of your early successes, early mistakes and early frustrations?
 - Knowing what you know now, what might you have done differently when you first started here?
- Of direct supervisor(s)
 - How can we work most effectively together?
 - What are the most important skills for me to develop at the outset?
 - What are things I need to be aware of and careful about as I establish myself here?



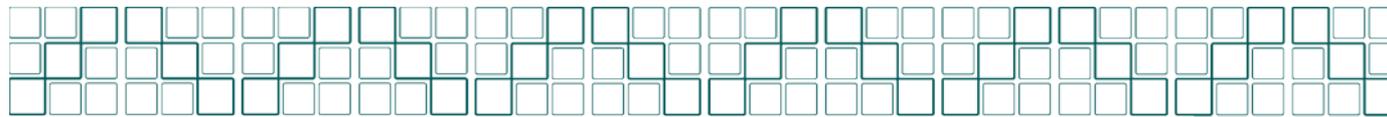
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 - Outsiders with useful insights
- Find a mentor to talk through these types of issues
 - Choose wisely
 - Ask for advice about who might be a good fit for you
- Ask for feedback -- on both process and product



Things Often Done In Lab Environments That May Not Translate Well

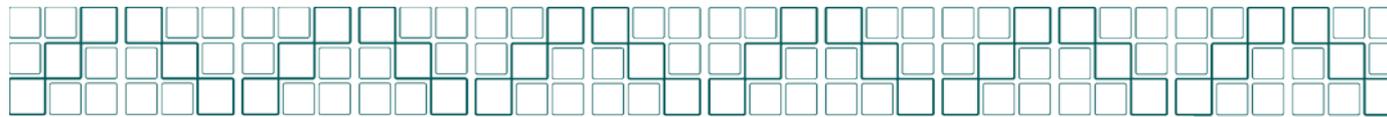
- Hiding experimental mess-ups
- Hiding from the PI
- Arranging collaborations and accepting [some] speaking invitations without consulting the PI
- Crashing after big deadlines
- Working from home or taking leave without consultation
- Setting your own schedule – in/out, lunch, seminars, workshops,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



What My Mentees Often Talk With Me About

- The loss of independence and feeling of competence
- The lack of flexibility in work schedules and deadlines
- Disappointments in the way credit is (or is not) allocated
- The intensity and confusion of office and organizational politics
- How the quick pace and impact of external forces can feel relentless

- How exciting it is to learn new things and to be on “their way”
- How important it is to get training in emotional intelligence and interpersonal skills development
- How glad they are to ‘pay it forward’

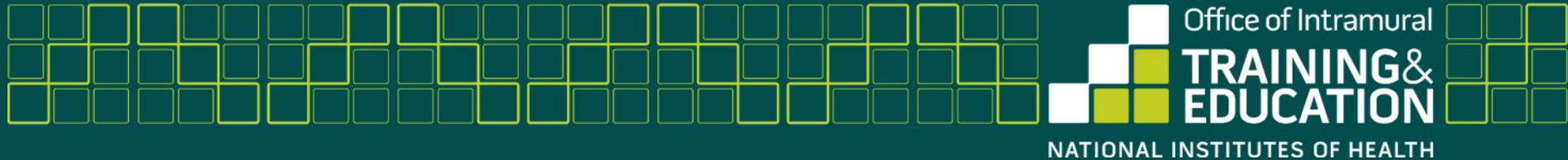


Some Resources

- Thanks for the Feedback, Douglas Stone and Sheila Heen
- Your perfect Right, Robert Alberti and Michael Emmons
- Becoming a Conflict Competent Leader, Craig Runde and Tim Flanagan
- Clash: how to Thrive in a Multicultural World, Heather Rose Markus and Alanna Connor

Transitioning Successfully From Postdoc To Faculty

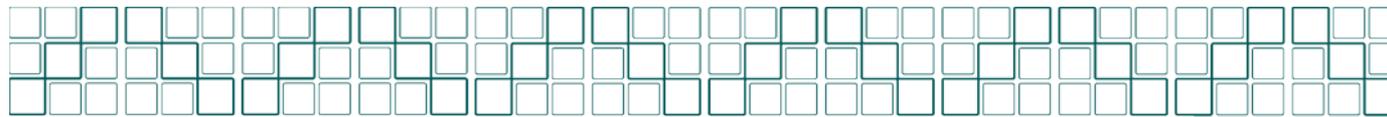
Sharon L. Milgram, PhD
NIH Office of Intramural Training & Education
milgrams@od.nih.gov





Lots To Take Care Of

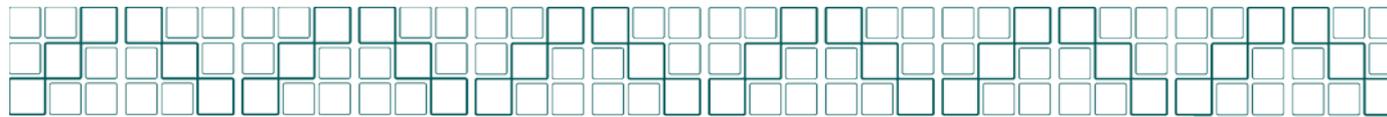
- Setting research goals
- Setting clinical goals
- Setting teaching goals
- Setting up your lab/office
 - Finding students/staff
 - Getting funded
- Publishing your work
- University service
- Broader scientific service
- Campus relationships
- Science relationships
- Personal relationships
 - You



To Take Care of You, Reflect On:

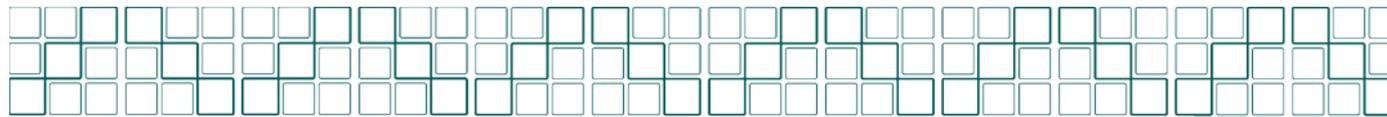
- What energizes, nurtures and sustains you
- Your most important non-work activities and hobbies
- How you deal with transitions and stress
- How you deal with set-back, and disappointment
- How you calm your self-doubts and “head tapes”
- How you stay well – physically, mentally, emotionally and spiritually

- And also -- what it means to you to be “in charge” and not the one doing the work



To Hit the Ground Running:

- Take care of your personal life
- Find or reconnect with mentors
 - Set realistic first year goals
- Research goals and grant writing strategy
 - Get set up; buy what you need
 - Set up your office and computer
- Address required approvals and paperwork
- Make a plan for hiring staff and/or recruiting students
 - Begin integrating into department/university life



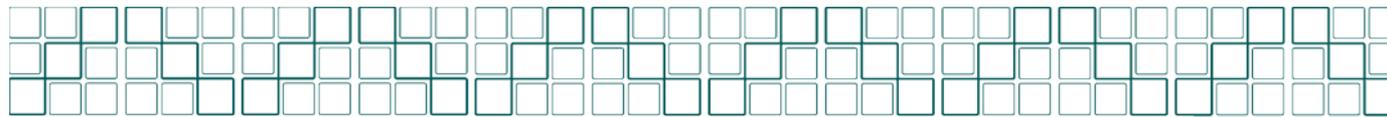
Some Things That Are Often Over-looked:

- Getting started on IACUC and IRB approvals
 - Required training courses and paperwork
 - Advanced planning for housing animals
- Organizational systems for your research group
- Establishing relationships with core facility managers



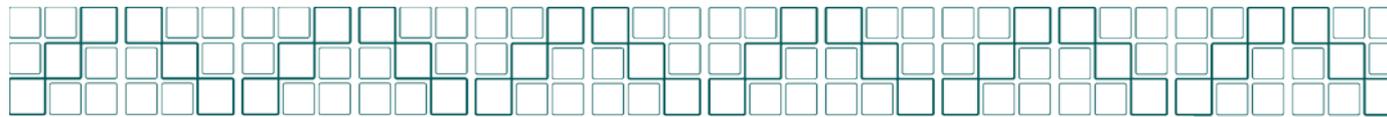
Going Shopping?

- Survey your current work environment
- Consider your immediate research plans
- Learn about local purchasing rules and regulations
- Make sure you have appropriate storage in place
 - Find vendors with new-lab “specials”



Relationship Management

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



Preparing to Teach

- Learn about on-campus resources
- Talk with other faculty about the types of students you will be teaching
 - Collect syllabi and materials from previous lecturers
 - Attend classes given by well-respected teachers
- Find well-respected teachers to observe you and provide feedback
- Begin compiling your teaching portfolio from the outset



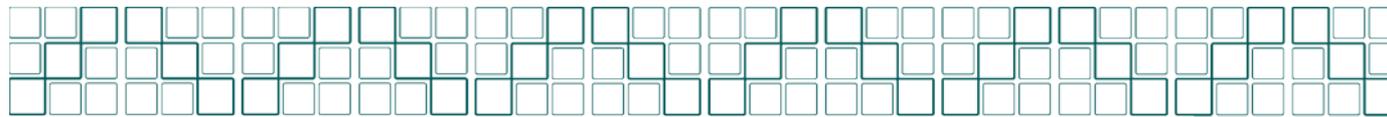
Tenure

- Be sure you have a clear understanding of what is expected and what goes into a tenure package
 - Ask to see examples
 - Carefully read all university guidelines
 - Understand your rights regarding slowing the tenure clock
- Talk with your chair to begin an on-going dialogue
- When talking with mentors and considering options “talk to tenure”



Time Management

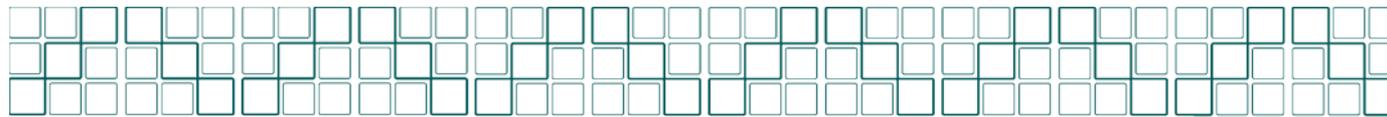
- Find resources now if this tends to be a sticking point
 - Be pragmatic and plan wisely – it is easy to get overwhelmed with requests
- Engage your chair and mentors in helping you choose when to say “yes” and when to say “no”
 - Understand “the only” factor
- Balance pragmatic decision-making with attention to your passions
- Ask yourself – can this wait a year?, two years? Until I have tenure? Until.....?



Staffing Your Research Group

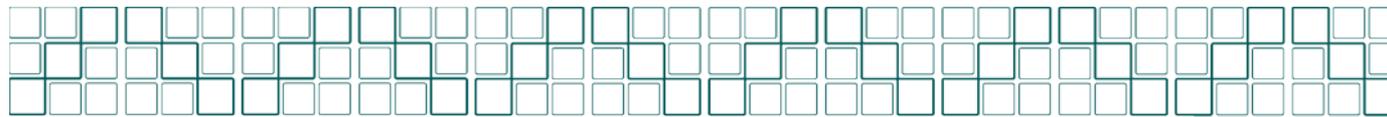
Consider:

- What you can afford
- Stability of your funding
- How much time you have to train and mentor new employees
- Quality and quantity of postdocs, graduate students and undergraduates on your campus
- Remember training grants and other institutional support for students



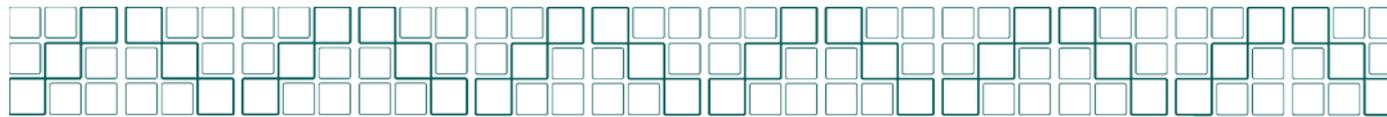
Issues To Address During the Interview

- Experience and skills
- Commitment and initiative
- Working and learning styles
 - Time management skills
- Decision making and problem solving skills
 - Interpersonal skills



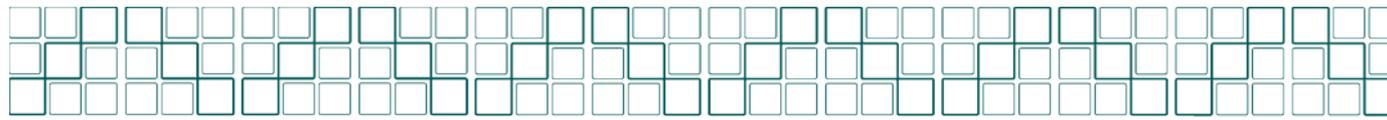
Approaches to Effective Interviews

- Have a standard structure and meetings within and outside of your research group
- Use a standard set of questions for everyone
- Use behavioral questions to get at issues that are important to you



Checking A Reference

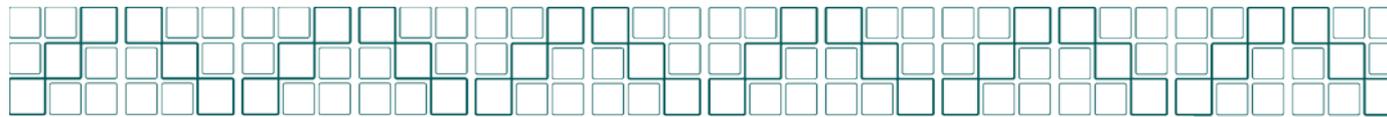
- Best done by phone
- First describe the job and work environment
 - Ask short, open-ended questions
 - Why is s/he leaving your lab?
 - Is s/he reliable? Why do you say that?
 - How does s/he get along with others in the research group?
 - Will s/he go the extra mile at crunch time?
 - Would you rehire?
 - Can you describe strengths and weaknesses?
- Probe for further information by asking for examples



Leadership

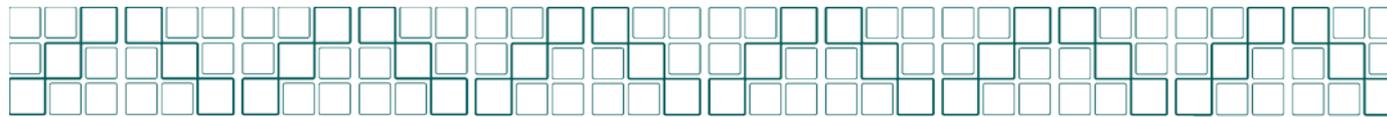
“Although you’ve been hired for your scientific skills and research potential, **your eventual success will depend heavily on your ability to guide, lead, & empower others to do their best work.**”

Dr. Tom Cech, HHMI



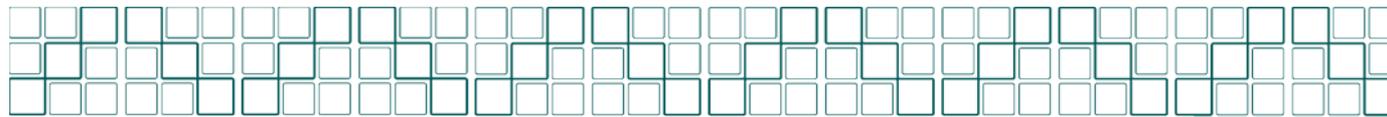
Leaders Who Succeed:

- Create high morale, pride and spirit within their team
- Ensure that resources are available and remove barriers that hinder team effectiveness
- Adapt and develop during transitions; help employees do the same



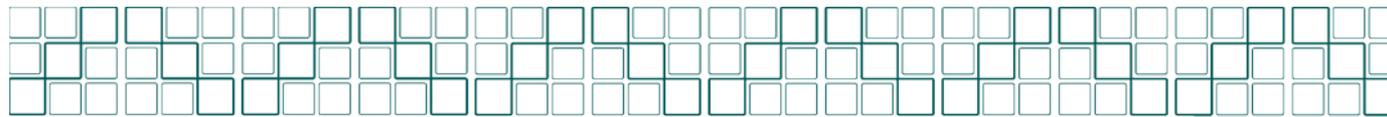
Leadership Skills are Developed Over Time By.....

- Understanding yourself
 - Understanding your employees and trainees
 - Developing outstanding communication skills
- Collectively known as developing and using your **emotional intelligence**



Important Questions

- What is it we are trying to accomplish?
- What is our approach to scientific integrity and ethics? How will we maintain the highest possible standard at all times?
- What is our shared vision for how we should work together?
 - How will we work together to build and maintain team morale?
- How will we work cooperatively to resolve conflicts and deal with issues that come up?



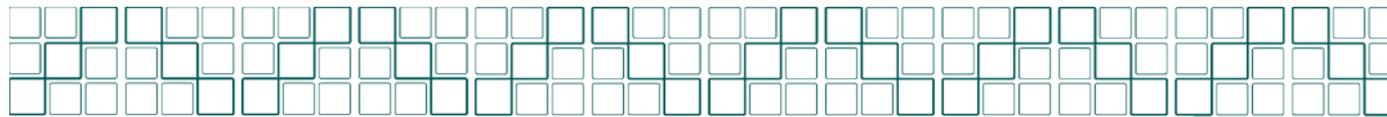
Why We Run Into Problems

- Expectation mismatch
- Differences in personalities, work and communication styles
 - Discomfort relating to personal differences
- Competition for resources - including (your) time



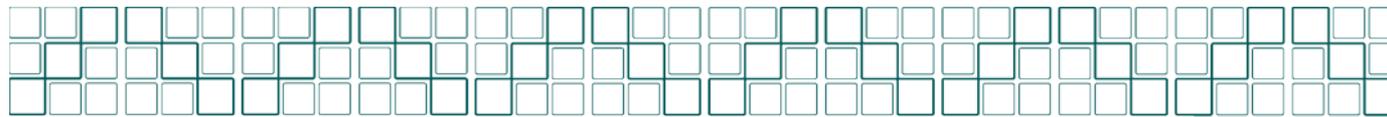
Communication Within Your Team

- Informal interactions fostered by time in the group office, “walk-by’s, an open-door policy, and social interactions
 - Weekly group meeting
 - One-on-one meetings with team members
 - Small group meetings/project meetings
 - Strategy sessions
 - Performance reviews and progress reports



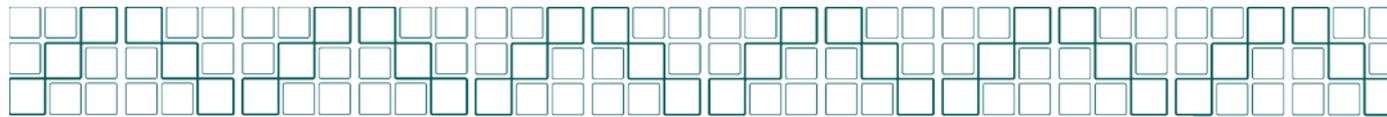
Ways to Build & Maintain Morale

- Show genuine concern & interest in people; interact with them in a variety of ways
- Manage your stress and emotions so they don't infect the group
 - Develop group traditions
 - Be a “real person”; develop your sense of humor
- Be open, honest, and self-disclosing (but not too much)
 - Share your passion about your work
- Be visible and available for the team - lead by example
- Try not to be aloof, arrogant, impatient, overly critical
 - Share credit, both privately and in public ways
- Take responsibility for getting the team back on track when necessary



Final reflections

- Even with the best intentions, we can not be the “best” leader all of the time for all of our team.
- Apologies & effort go a long way, but only if we are honestly making the effort.
- We all have our weak spots; figure out what “gets your goat” and work on dealing with these issues more calmly
- View each “failure” as an opportunity to learn for the next time; find a “mentoring mentor” and talk it out.



Resources

- www.hhmi.org/labmanagement for *Making the Right Moves*
 - BWF book, *Staffing the Lab*
 - Books available in the OITE Career Library including *Entering Mentoring, At the Helm, Motherhood: The Elephant in the Laboratory, Leadership in a Diverse and Multicultural Environment, Academic Scientists at Work, etc*
- A variety of websites including the OITE, your IC Training Office, the NPA, Science Careers, Naturejobs Careers, The Chronicle of Higher Education, newfacultysuccess.com