

# Skill Blitz Sessions

## NIH Career Symposium 2019

### Table of Contents:

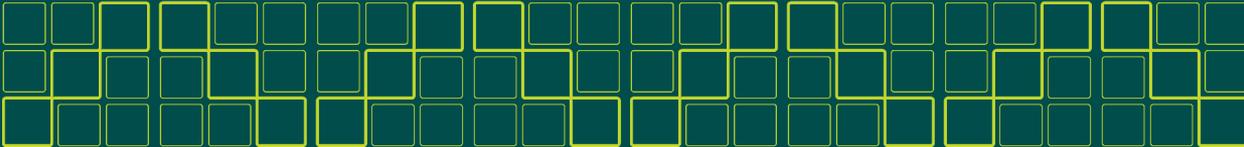
- [Interviewing Skills](#)
- [Top 10 Myths about Science Careers in Industry](#)
- [Résumés, CVs & Cover Letters](#)
- [Understanding the US Academic System](#)
- [How to give a good chalk talk](#)
- [Developing Feedback Resilience](#)
- [Stress Management & Work-Life Balance](#)
- [Negotiating Offers](#)
- [Networking for Success](#)
- [Exit Strategies](#)
- [Find the Career for You](#)
- [Finding the right Postdoc Experience](#)
- [NIH Stadtman Faculty Search-2019](#)

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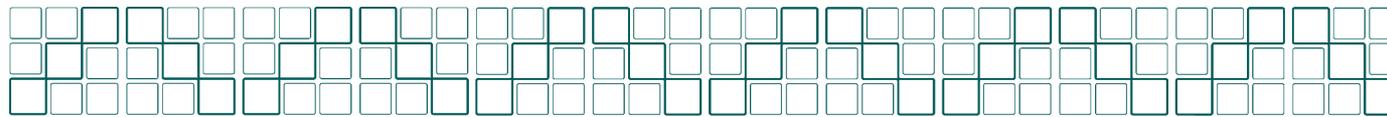
# Interviewing Skills

**Anne Kirchgessner**  
**Career Counselor**

**NIH Office of Intramural Training & Education**

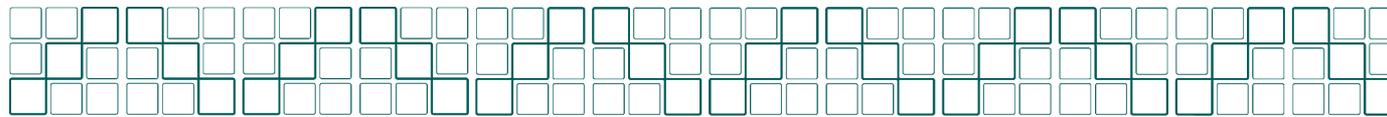


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# The Interview is a Two-way Street

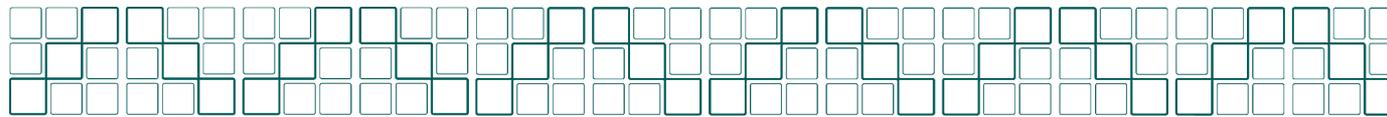
- Interviewers want to learn about your skills and experience to decide if you are a fit for the position
- You can learn about the job, colleagues, workplace to decide if the position is a fit for you
- Be positive! Express interest in the job.



# Key to Successful Interviewing is Effective Preparation

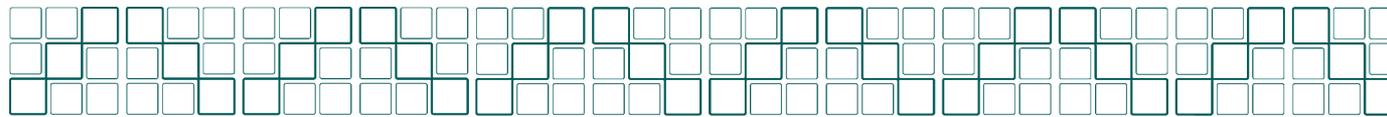
Prepare by:

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



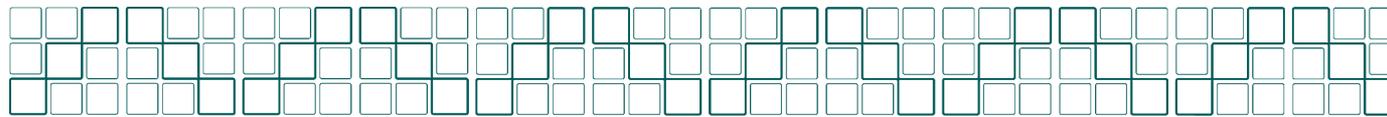
# Researching the Job and Company

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



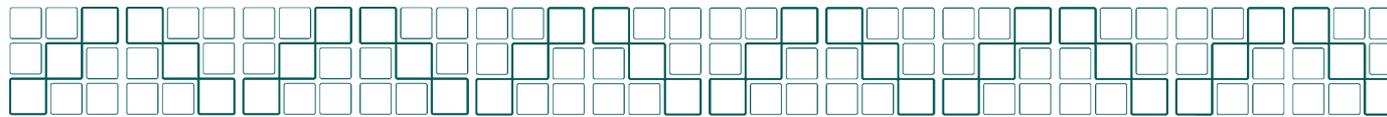
# Understand Interview Formats

- One to one
- Panel
- Telephone
- Skype
- Video



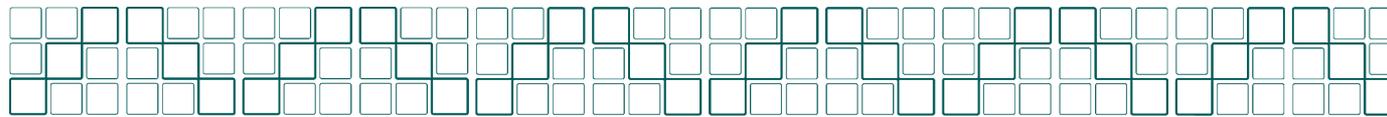
# Prepare for Opportunity Questions

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



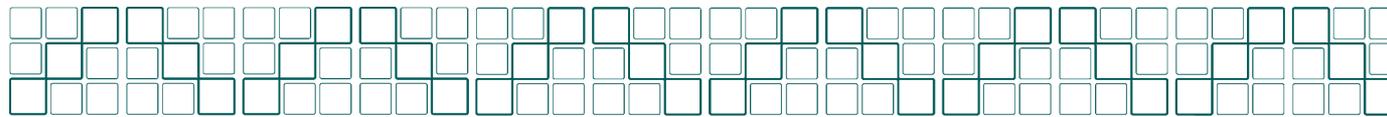
# Sample Behavioral Questions

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



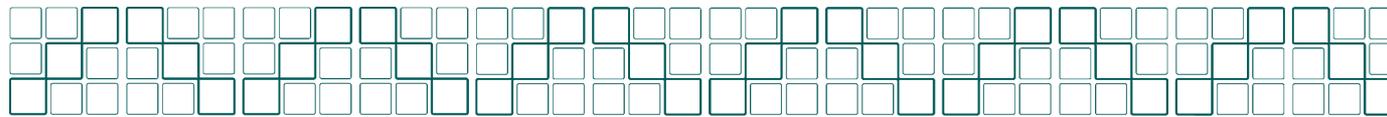
# Preparing Your Answers

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



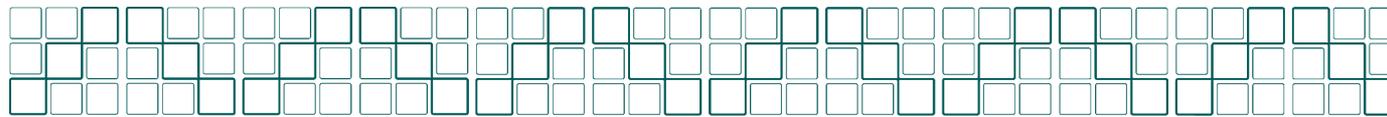
# Situation-Task-Action-Result Technique

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



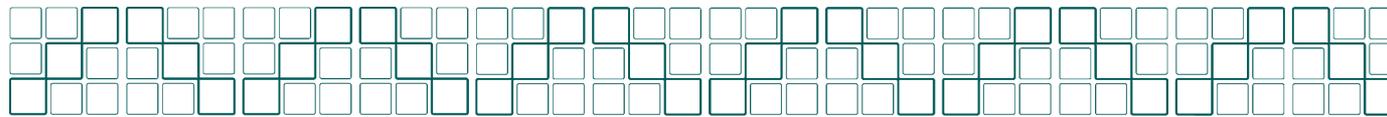
# Some Questions to Ask the Interviewer

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



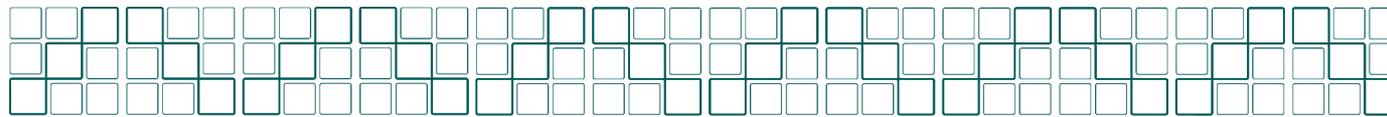
# After the Interview

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



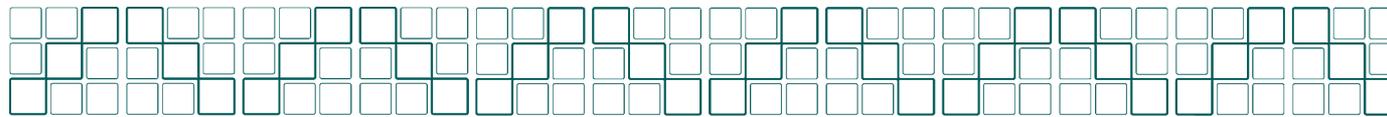
# Coping with Stress

- Prepare and Breathe
- [http://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_shapes\\_who\\_you\\_are.html](http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html)
- Get support from friends, family, advisors



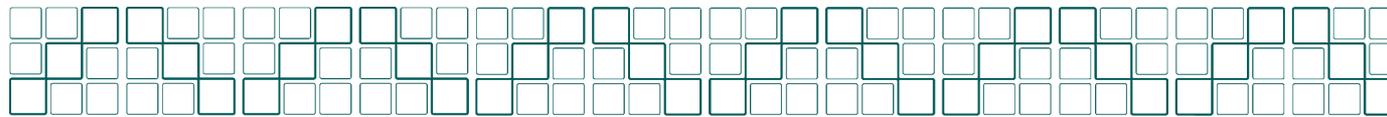
# Practicing for the Interview

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



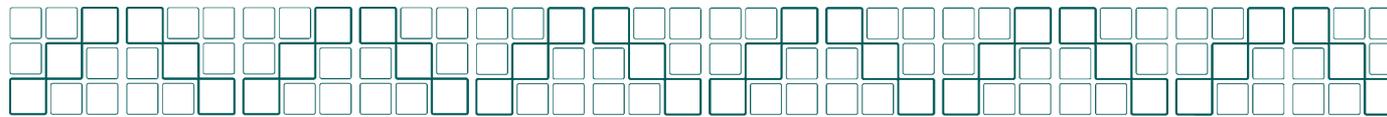
# Make an appointment

- 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](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/Interviewing_Handout.pdf)
- [https://www.training.nih.gov/assets/Preparing\\_for\\_Academic\\_Interviews\\_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](http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/1999_02_12/noDOI.823249973844858327)



# More Resources

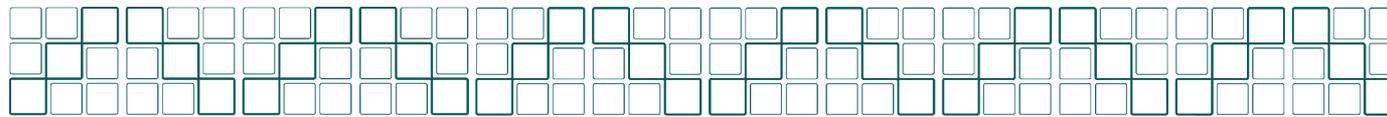
- Watch previous OITE career workshops, including many on CVs, resumes and cover letters
- Read the OITE Careers Blog
- <http://www.training.nih.gov/>
- [kirchgessnera@mail.nih.gov](mailto:kirchgessnera@mail.nih.gov)

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# Top 10 Myths about Science Careers in Industry

Phil Ryan, PhD  
Deputy Director  
Graduate Programs and  
Student Service





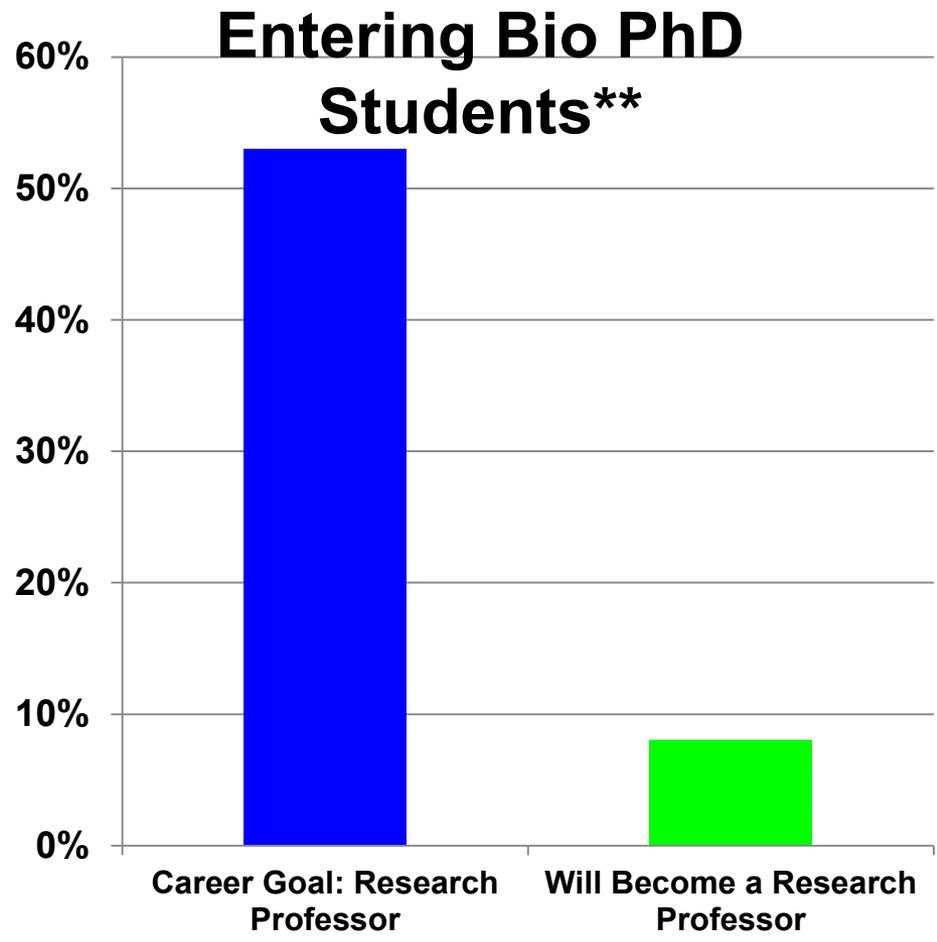
# 10. Not becoming a PI = Failure

## Bio Phd's, Employment\*

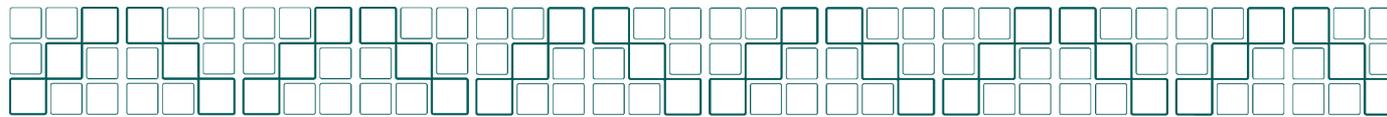


- Tenure Track Faculty
- Non-tenure Track Academic
- Non-research Related Science Jobs
- Industry Researchers
- Non-Science Jobs
- Government Researchers

\* Nature, 2011



\*\* Sauermann and Roach, 2012

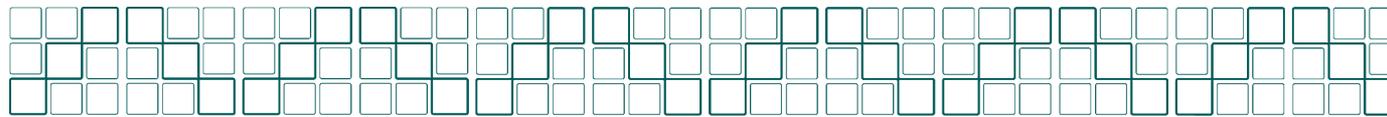


# 9. I Will Disappoint My PI

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
- It is YOUR career - not theirs

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

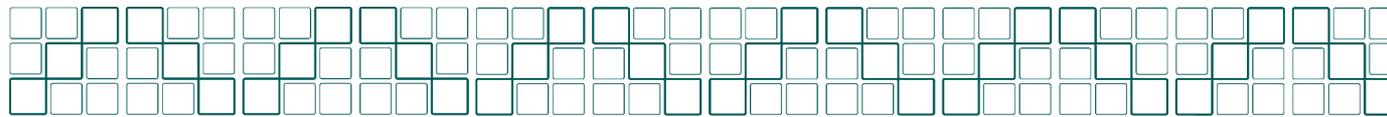


# 8. I Can Never Get Back to Academia

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

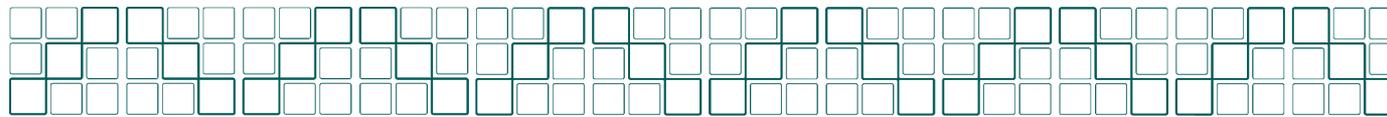
- Public - Private partnerships (PPP's)
- Industry - Academic partnerships
  - NCATS
  - Accelerating Medicines Partnership (AMP)

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



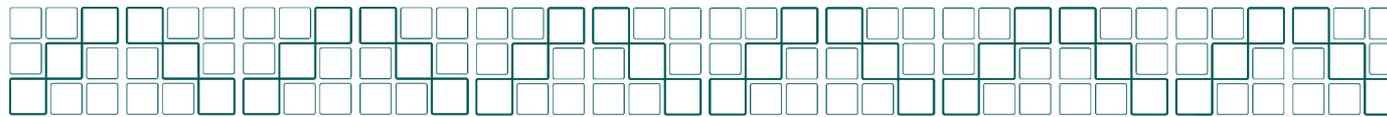
# 7. I Will Have to Sacrifice My Intellectual Freedom

- You may be assigned to specific projects, but you decide how to scientifically address them
- Good ideas are not discouraged in industry!
- If you have a good idea, it can be a matter of days to get the funding to start working on it as opposed to months to years with the grant process



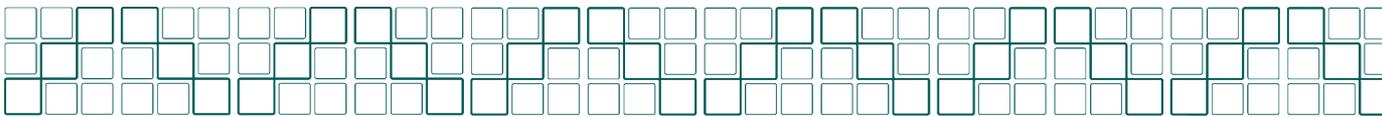
## 6. More Career Change / I'll Lose My Job

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



# 5. The Work is Not as Satisfying

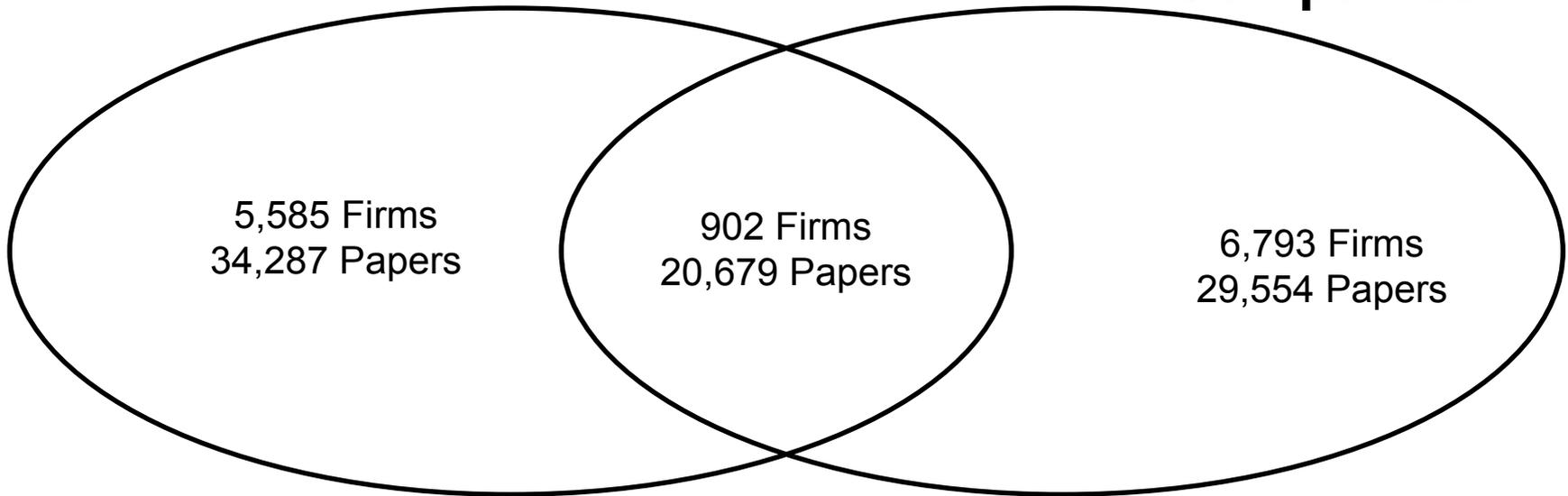
- If you transition from an NIH lab to an industry bench science position, you will be doing **exactly** the same things
- In industry positions, more emphasis is placed on meeting time lines and accomplishment
- Industry positions offer a collegial work environment, prioritizing team work
- I believe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



# 4. I Will No Longer Be Able to Publish

**Science Companies**

**Technology Companies**



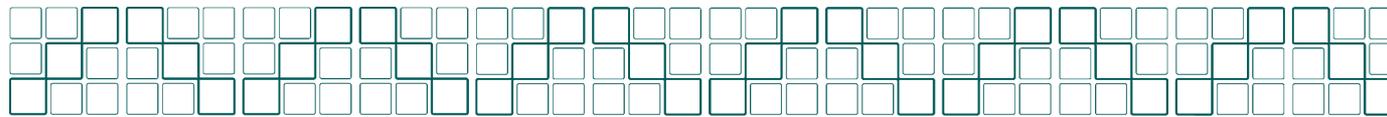
Technological output of Canadian firms, 1980 - 2005

## MedImmune Publications 1Q16

MedImmune Pure:  
**16**

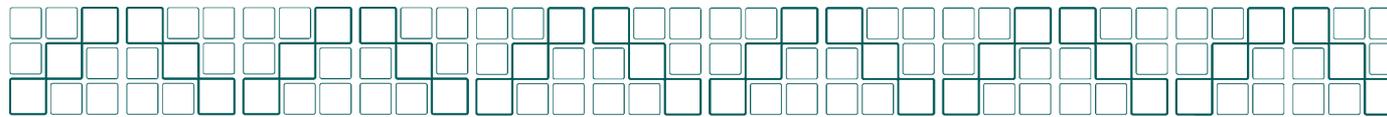
MedImmune w/academics:  
**23**

MedImmune w/ other company:  
**5**



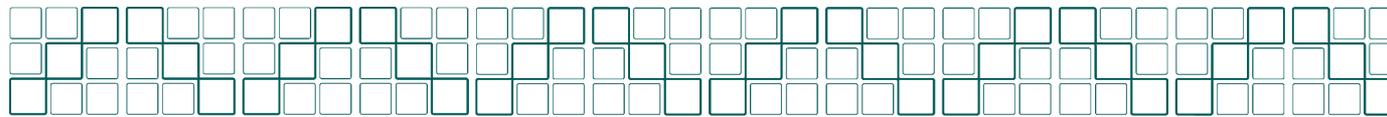
# 3. Industry Conducts “bad” Science

**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.**



# Advances Through the Decades

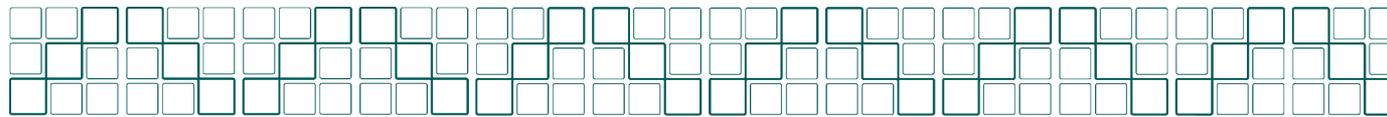
1940's	Antibiotic agents	Penicillin
1950's	Psychotropic agents	Thorazine
1960's	Anti-anxiety agents	Valium
1970's	Anti-depressant agents	Elavil
1980's	GI agents / Anti-rejection agents	Tagamet / Cyclosporine
1990's	Cholesterol / Hypertension agents	Lipitor / Diovan
2000's	Targeted Cancer therapy	Gleevec
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. Industry Research is All About the Money

**\$34,200,000,000**

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

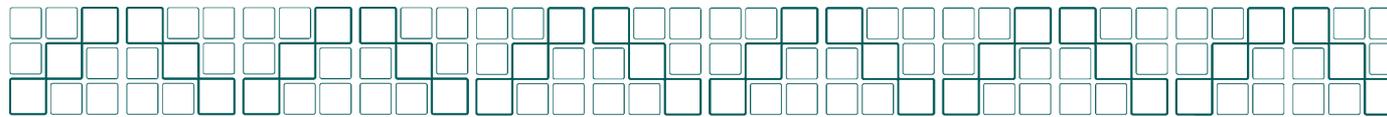
- Merck \$9.8B
- Roche \$8.7B
- Novartis \$7.9B
- Pfizer \$7.8B

**\$34.2B**

**\$33,100,000,000**

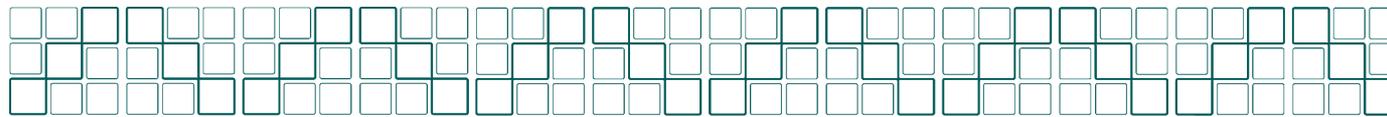
**Fiscal year 2017 NIH research budget**

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



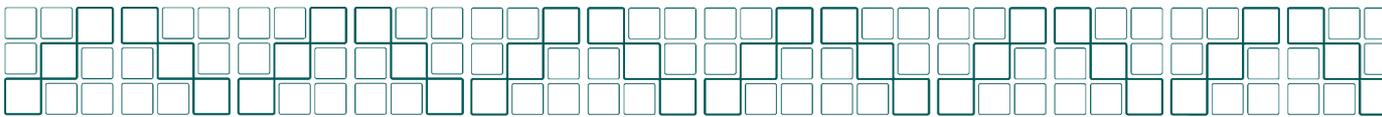
# Top-ten myths about an industry career in science

10. Not becoming a PI = failure
9. I will disappoint my PI
8. I can never get back into academia
7. I will have to sacrifice my intellectual freedom
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



# Trends in 2019

- **Innovation is being driven via collaboration from multiple industry stakeholders:** The emergence and development of new tools like nanosensors, bi-specific antibodies, and computational biology have highlighted the success that can be achieved from collaboration
- **Technologies are being adopted to advance drug research:** budgets will continue to increase to allow for new technological advances, including the use of artificial intelligence in R&D decision making. Also new devices (ie diabetes monitors)
- **New types of research are coming to the forefront:** Research in precision medicine, immunotherapy, and the microbiome are opening up new discovery pathways.
- **Digitization of R&D and healthcare will increase:** R&D functions are already beginning to adopt large-scale use of cloud-based platforms, but this will accelerate this year.
- **Academia is increasingly contributing to biologics R&D:** significant contributions to scientific innovation across genetic and cellular therapies, with antibodies, CAR-T, and CRISPR-Cas9, etc

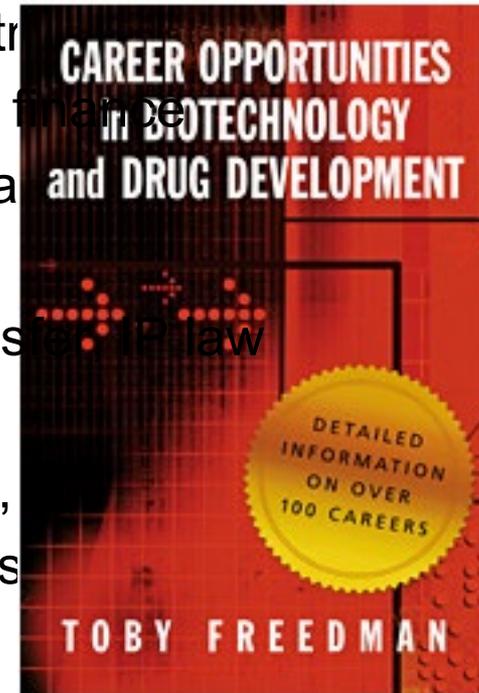
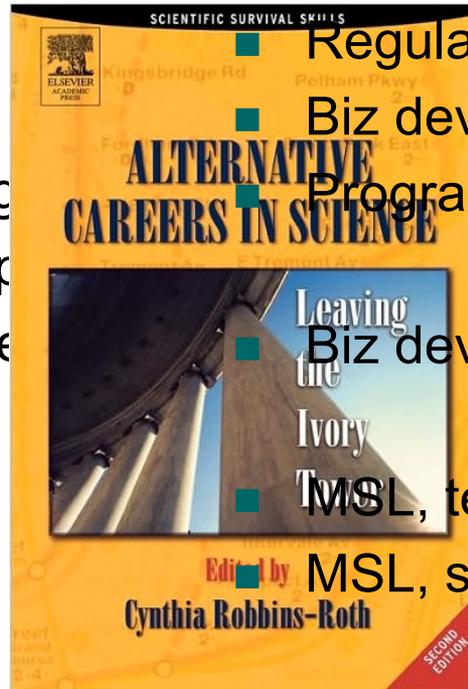


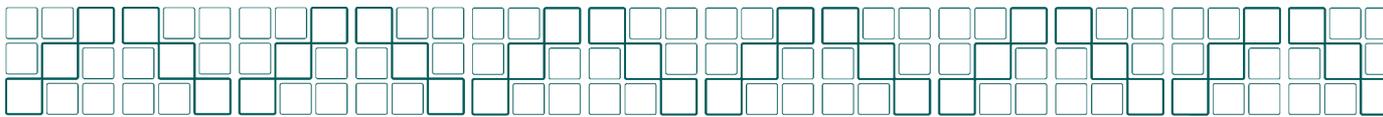
## If you like

- Benchmark
- Details
- Financial data
- Organizing things
- Influencing people
- Looking at hot topics
- Being creative
- Writing
- Speaking

## Then look at:

- R&D, manufacturing, QC/QA, toxicology/safety
- Regulatory, tech transfer
- Biz development, finance
- Program or clinical development
- Biz dev, tech transfer, IP law
- MSL, tech writing, MSL, sales, tech support
- policy





# Other OITE stuff on industry

## ■ BLOG Posts

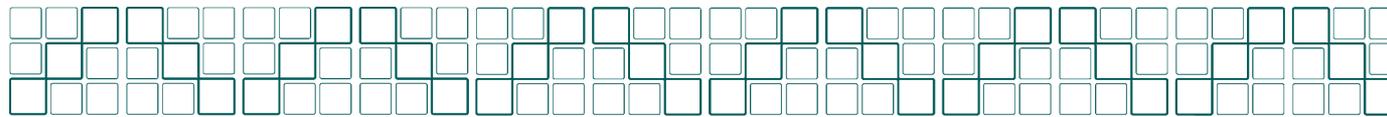
- [Where Do I Begin? Industry Careers for Scientists](#)
- [Science Careers in Industry: Top Ten Myths](#)
- [The Industry Job Search is a Marathon, Not a Sprint](#)
- [In Industry, It's About More Than Just Salary](#)
- [Industry vs. Academia: Which is Right for You?](#)

## ■ YouTube Videos

- [Resumes and Cover Letters](#)
- [The Business of Science](#)
- [Career Opportunities](#)

## ■ Videocasts

- [Top 10 List: Things Scientists Ask about Finding an Industry Job](#) [Industry Careers Overview and Job Packages](#)
- [An Overview of Careers in Industry for PhD Scientists](#)
- [The Industry Job Search: Navigating the Application Process](#)
- [Industry: Interviews](#)
- [Business Etiquette](#) (NIH only)
- [Making the Transition to Industry](#)



# More resources

- Join our Listserv to get info while you are not at the NIH
  - Go to [www.training.nih.gov](http://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](mailto:conlanlo@mail.nih.gov)

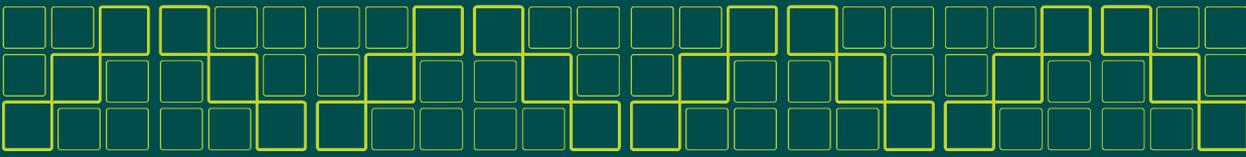
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# Résumés, CVs & Cover Letters

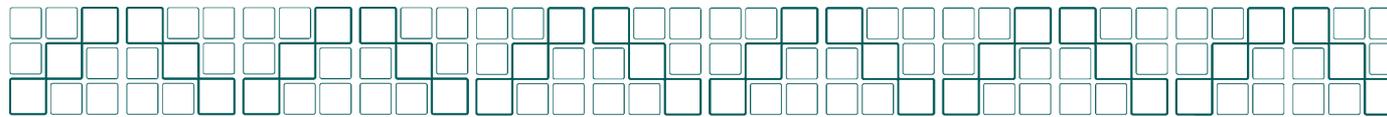
Phil Ryan, PhD

Deputy Director, Graduate Programs and Student Services

*GPP, OITE*

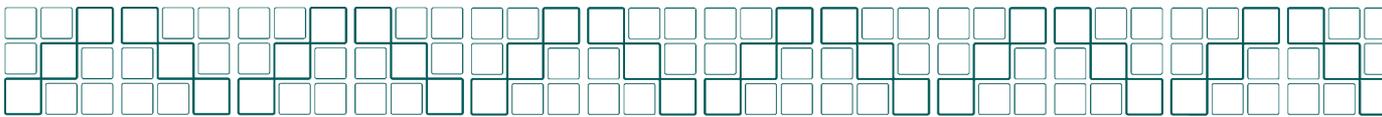


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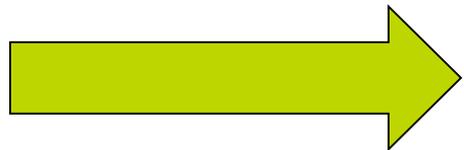
# Tips for CVs and Resumes

- Make it easy for people to find the information they are interested in
  - Clearly defined sections
  - Consistent format
  - Dates that stand out
  
- White space is your friend
  - No paragraphs
  - Indent and bullet points



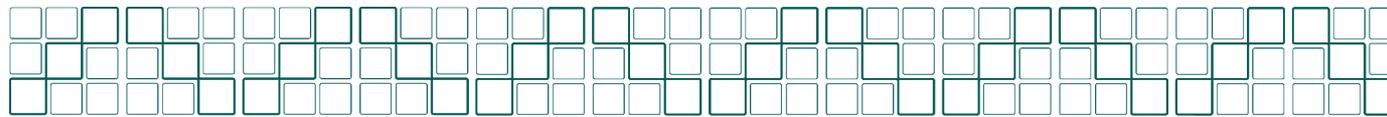
# Keywords, Sections and Outlines

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



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





# CV vs. Resume: What's the difference?

## ■ Purpose

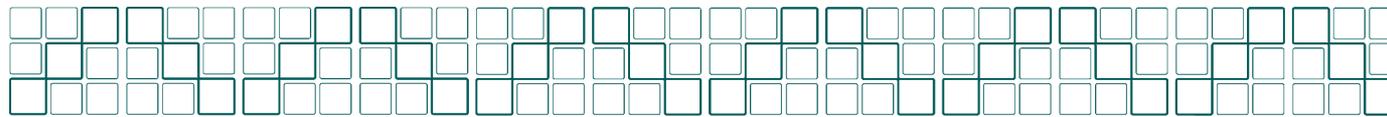
- Resume = Targeted marketing tool
- CV = An ongoing academic and work history

## ■ Content

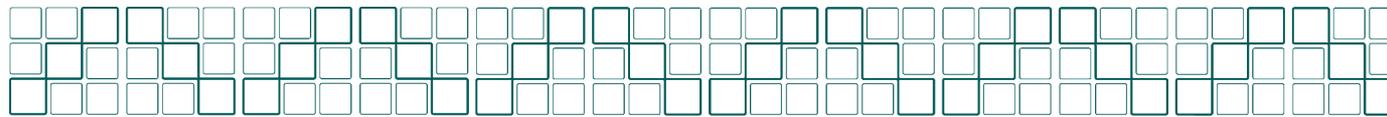
- Resume = succinct and relevant to reader/position
- CV = Continually evolving document that is targeted to a specific purpose. CV's may include a wide range of professional accomplishments and activities

## ■ Page Length

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



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



# For Academic Positions - CV

## ■ Education

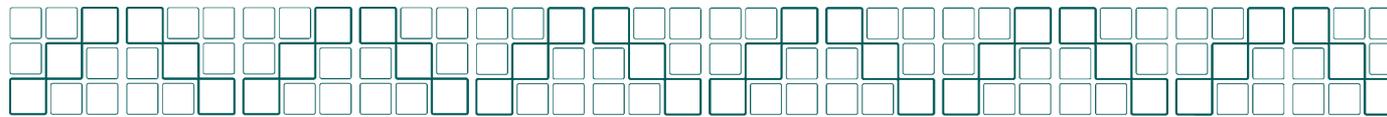
- Highest degree listed first (Post-bachelor)
- Bachelors degree last

## ■ 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



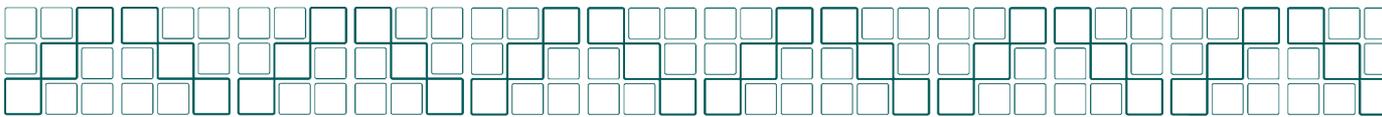
# For Academic Positions - CV

## ■ 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 on career development issues during individual meetings and group workshops
- Manage extensive career and alumni database through which data is tracked, analyzed and reported; optimize system's functionality to ensure proper usage for all users – students, alumni, faculty and staff
- Cultivate and maintain employer relationships; coordinate employer events including career fairs & information sessions; market employer events to students and alumni through targeted outreach
- Plan and implement educational workshops for students, especially the growing international student population
- Served as Editor-in-Chief of *Policy Perspectives*, GPPI's annual newsletter; facilitate alumni engagement and involvement with advancement and development activities; highlight alumni achievements through communication and outreach

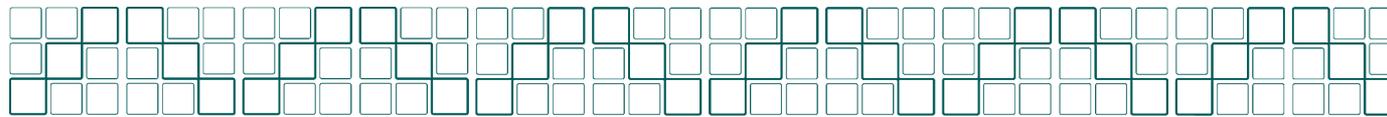
**The George Washington University, Washington, DC** 2007 to 2010  
 The GW Career Center  
*Interim Assistant Director* (April 2010 to Nov. 2010), *Career Consultant* (April 2009 to November 2010)

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

**COUNSELING EXPERIENCE**

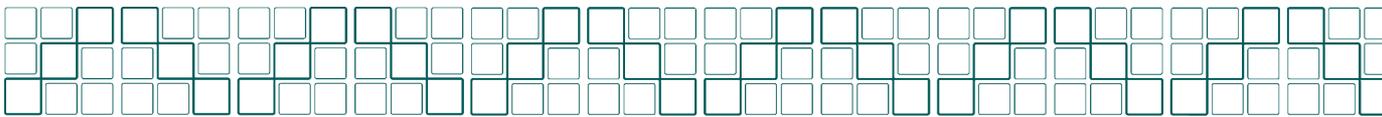
PAGE 1 OF 7 890 WORDS

110%



# Summary/Objective Statement

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



# Qualifications Summary

The 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, and education details. Design notes are overlaid on the page:

- DESIGN NOTES** (top left)
- Name is largest text on the page (20 points)** (pointing to "PAT RYLEE")
- Headers, subheads and body text are the same point size (10)** (pointing to the "SUMMARY OF QUALIFICATIONS" section)
- Header 1 is BOLD ALL CAPS and subheads are Bold Uppercase-lowercase and italicized** (pointing to "SUMMARY OF QUALIFICATIONS")
- Typeface (font) is Times New Roman** (pointing to the resume text)

**Resume Content:**

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

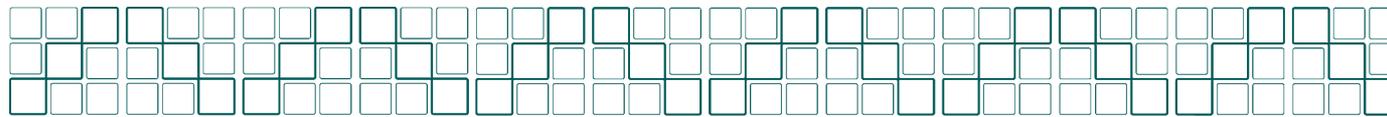
**SUMMARY OF QUALIFICATIONS**  
*Biostatistician with over five years of experience in the field and expertise/skills in:*

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

**EDUCATION**

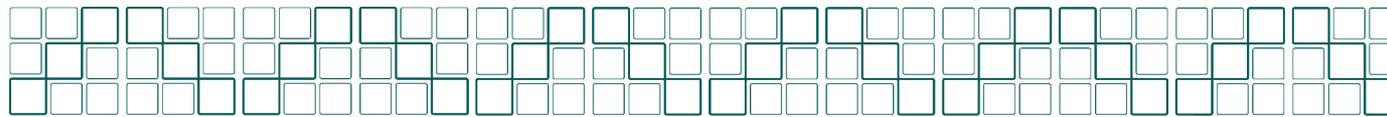
**Johns Hopkins University**, Baltimore, MD  
*PhD*, Biostatistics, May 2010  
Concentration in Epidemiology  
Relevant Coursework: Advanced Regression/Program Evaluation Methods, Management, Advanced Statistical Models, Comparative Biostats Processes  
Thesis: *Determining High-Risk Candidates for Epidemiological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



# 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:***

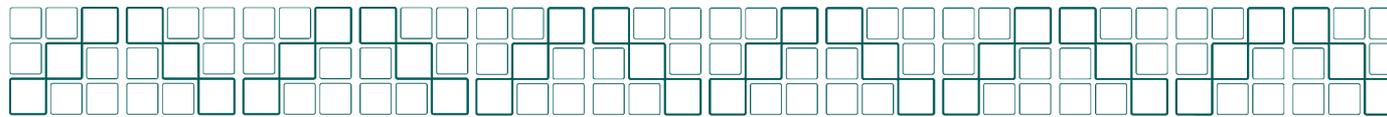
Cell culture  
(bacterial,  
insect,  
mammalian),  
Flow cytometry,  
Immuno-  
fluorescence

## ***Microscopy:***

Light  
microscopy,  
Epifluorescence  
microscopy,  
Confocal  
microscopy

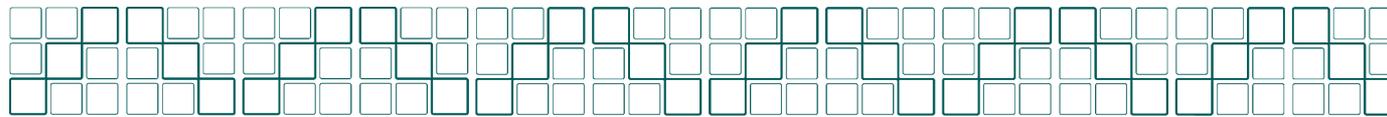
## ***Molecular biology:***

Gene cloning  
(prokaryotic and  
eukaryotic),  
PCR,  
Southern-  
blotting



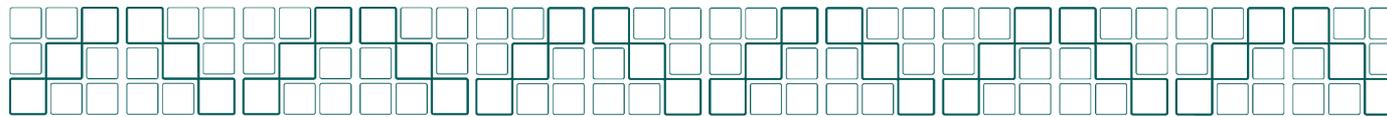
# Communication Skills

- 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



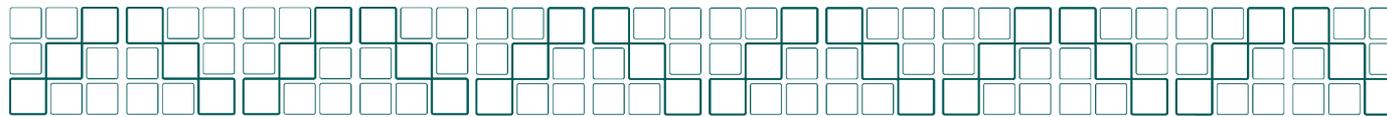
# Translating Your Transferable Research Skills

- 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

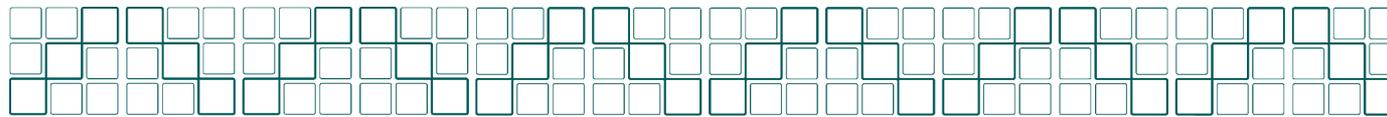
- What were my job responsibilities?
- What were my major accomplishments?
- What skills did I develop?
- What decisions did I make?
- How did I work with and motivate people?
- How can I quantify my results?
- How did I communicate in my job?
- Did I assume a leadership position?
- How did I make a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



# DO NOT INCLUDE

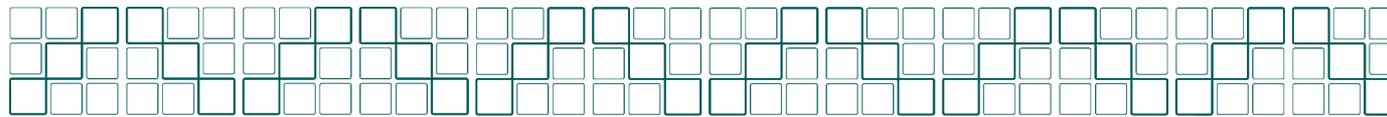
- SSN\*
- PHOTO
- HEIGHT/WEIGHT
- BIRTHDATE
- REASONS FOR LEAVING  
PREVIOUS EMPLOYERS
- REFERENCES
- MARITAL STATUS
- CITIZENSHIP\*
- CITY/COUNTRY  
OF BIRTH
- SALARY  
REQUIREMENTS
- SAY “My duties  
included” or “I  
was responsible  
for...”

\* Unless Federal Resume



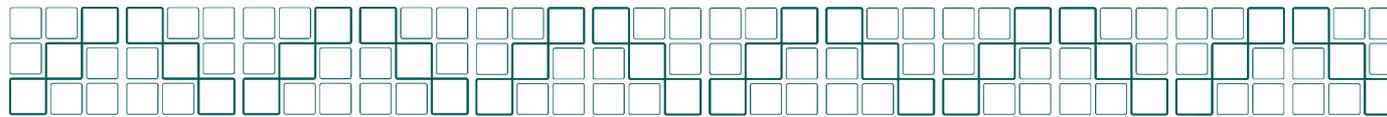
# General Thoughts

- 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.



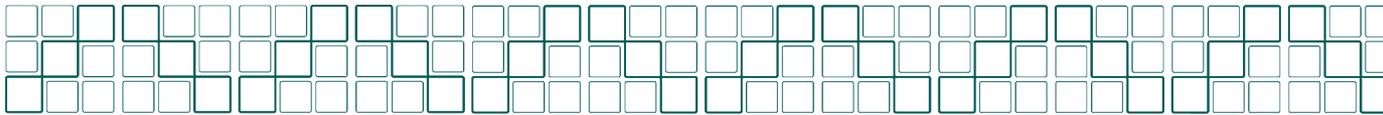
# Cover Letters, cont'd.

## ■ 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

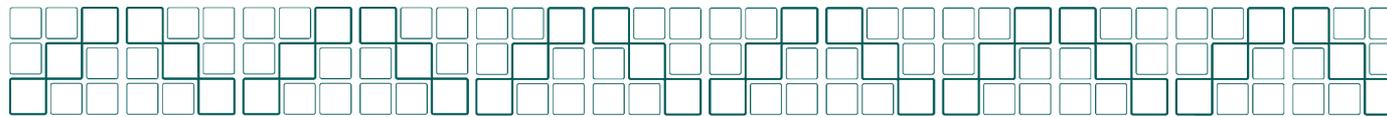
Dr. Sherryl Rockefeller  
Program Director  
Education Nonprofit  
Anytown, USA 00001

**Postdoc Applying to  
Non-Bench Position**

Dear Dr. Rockefeller:

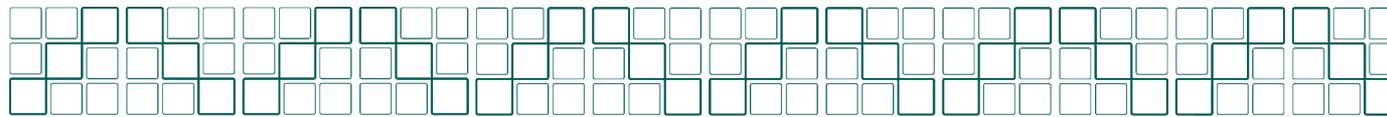
I was very excited to see the job announcement for the Program Manager at XXX Education. I learned of this opportunity from conversations at National Postdoc Association meetings. I have always been interested in away-from-the-bench careers, and have been actively searching for a way to combine my passion 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



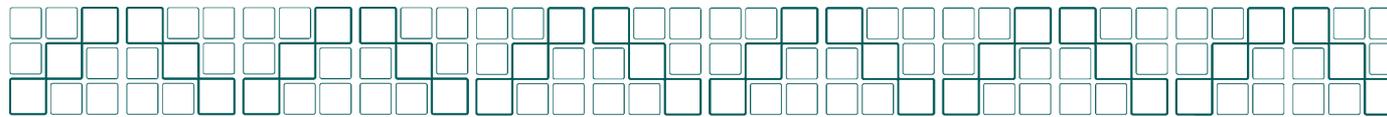
# Employers use a cover letter to...

- 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



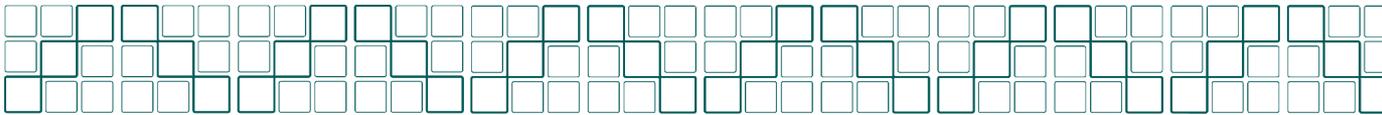
# Useful Cover Letter Tips

- 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
  - Little errors can have a big impact



# Useful Cover Letter Tips

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



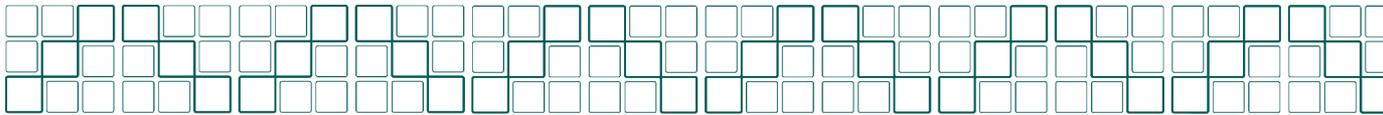
# Resources

NIH OITE YouTube Channel

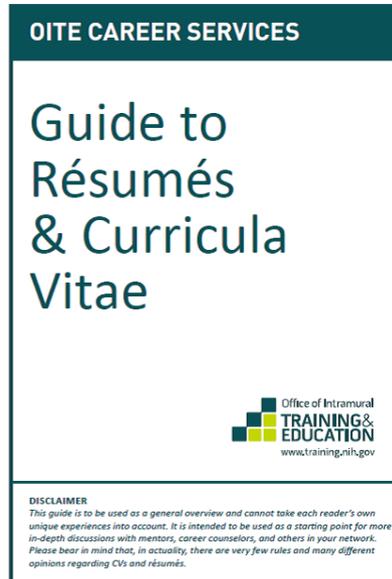
[https://www.youtube.com/channel/UCQQHo\\_QnuBxdfcsRy4ING](https://www.youtube.com/channel/UCQQHo_QnuBxdfcsRy4ING)

Gw

Schedule an Appointment... OITE YouTube - Yahoo... Resumes and Cover Letters...  
https://www.youtube.com/watch?v=6AN\_uN0dDeo  
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 373  
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.  
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The NIH Summer Internship Program  
Applying to the NIH Summer Internship Program  
NIH OITE  
11,423 views  
Resume & Cover Letter Writing Presentation  
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1,378 views  
CV vs Resume: What's the Difference  
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999 views  
Finding Your Perfect Postdoc Experience  
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NIH Community College Day  
NIH OITE  
361 views  
Resumes and Cover Letters: Advice from Real Recruiters  
FirstSpark  
12,604 views  
Best Way to Write a Resume, Job Genius  
Express Employment Professionals  
3,318 views  
Red Hawk Resumes: Stand Out!  
MSUCareerWorkshops  
198 views



# More Resources – Two Must Read Blogs



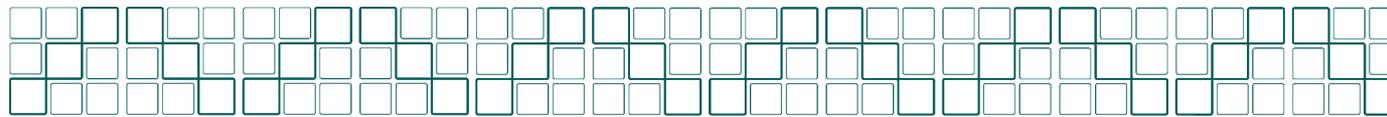
## Resume/CV/Cover Letter Guides

<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](mailto:ryanp@mail.nih.gov)

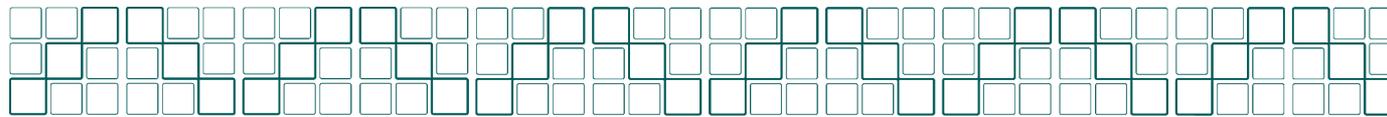
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# Understanding the US Academic System

Pat Sokolove, PhD  
Deputy Director  
Office of Intramural Training & Education, NIH  
[sokolovp@mail.nih.gov](mailto:sokolovp@mail.nih.gov)

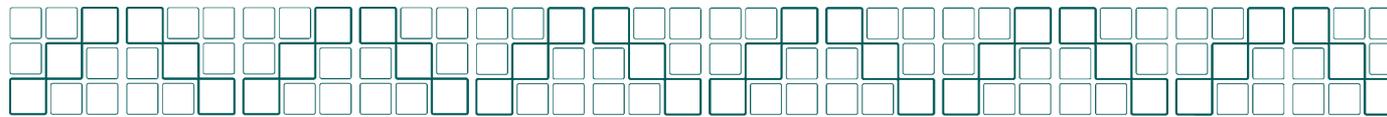


Follow us at [@NIH\\_OITE](https://twitter.com/NIH_OITE)



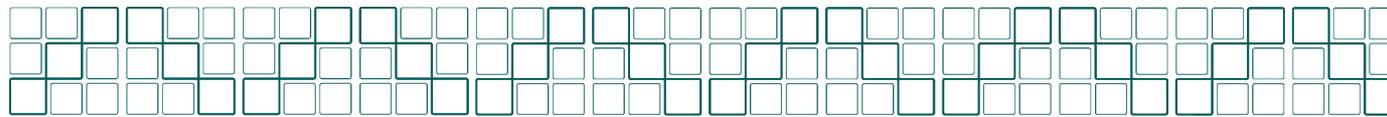
# Carnegie Classification of Institutions of Higher Education

- Periodic classifications of academic institutions since 1970 (most recent in 2018)
- 7 basic classifications
  - Doctoral Universities
  - Master's Colleges and Universities
  - Baccalaureate Colleges
  - Baccalaureate/Associate's Colleges
  - Associate's Colleges
  - Special Focus Institutions (includes med schools)
  - Tribal Colleges



# Carnegie Sub-classifications

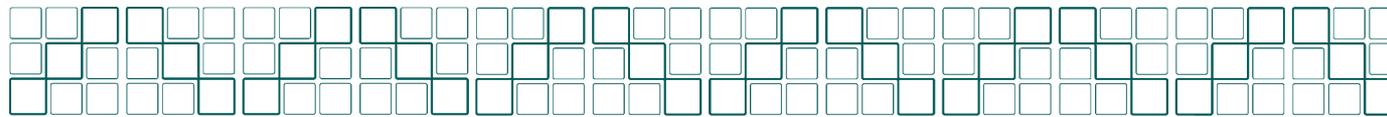
- Doctoral Universities are categorized as
  - R1: Doctoral Universities – Very high research activity
  - R2: Doctoral Universities - High research activity
  - D/PU: Doctoral/Professional Universities
- Based on
  - Total R & D expenditures
  - Number of S & E research staff
  - Number of doctoral degrees conferred
  - Per capita (per faculty member) expenditures and research staff



# University of California-Berkeley

Classification	Category
Basic	Doctoral Universities – Very high 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

Public; Level = 4-year or above; Enrollment = 41,891

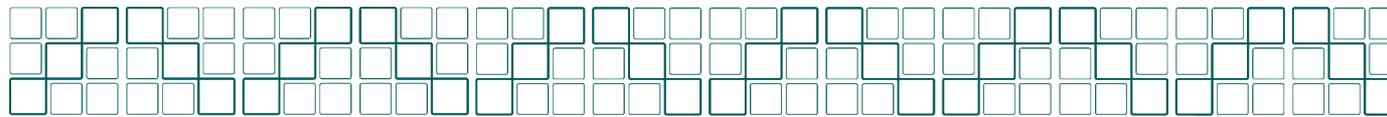


# US Postsecondary Institutions

	Institutions (N)	(%)	Fall 2014 Enrollment (N)	(%)
Doctoral Universities	417	10%	7,224,140	36%
Master's Institutions	684	16%	3,953,406	20%
Baccalaureate Colleges	576	13%	901,334	5%
Baccalaureate/Associates	262	6%	1,270,740	6%
Associate's Colleges	1000	23%	5,808,423	29%
Special Focus: Two-year	432	10%	183,775	1%
Special Focus: Four-year*	873	20%	705,567	4%
Tribal Colleges	34	1%	16,424	0.1%
Grand TOTAL	4,324		20,063,809	

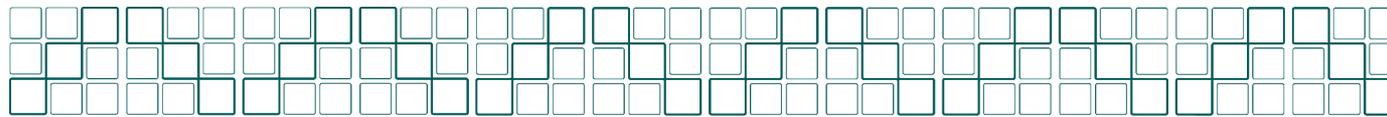
Carnegie Classification: 2018 Update

\* Includes medical and other professional schools



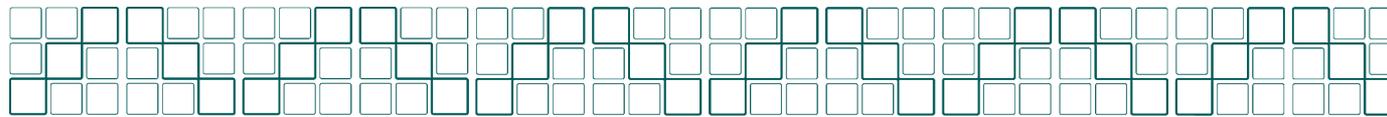
# How Many Full-time Faculty Jobs are There (Fall 2013)

Institution Type	Total Full-time Faculty	Professors	% of Professors
	703,150		
Doctoral	303,618	245,763	
Master's	150,802	122,897	
Baccalaureate	65,390		
Associate's	133,306		9.2%
Health Professions	35,976		



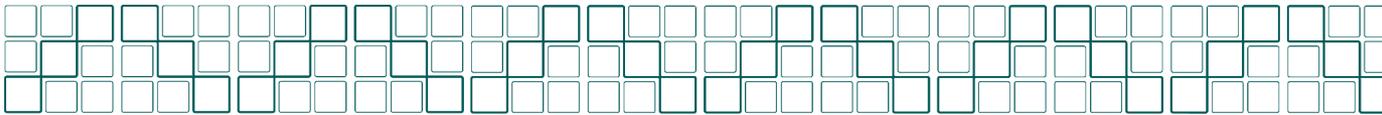
# What About Jobs in Medical Schools?

<b>Degree Type</b>	<b>Basic Science Departments</b>	<b>Clinical Departments</b>	<b>TOTAL</b>
PhD*	14,842	21,711	36,553
MD/PhD	1,646	11,456	13,102
MD	2166	114,171	116,337
<b>TOTAL</b>	<b>18,654</b>	<b>147,338</b>	<b>165,992</b>

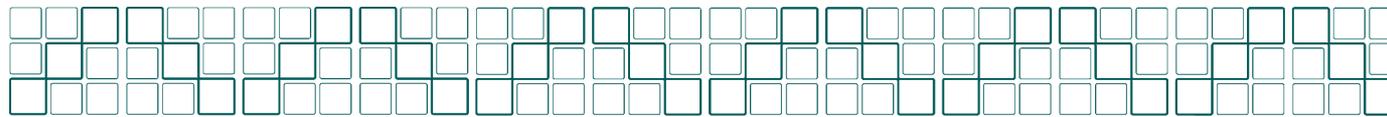


# Carnegie Classification of Institutions of Higher Education

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  - Associate's Colleges
  - Special Focus Institutions
  - Tribal Colleges



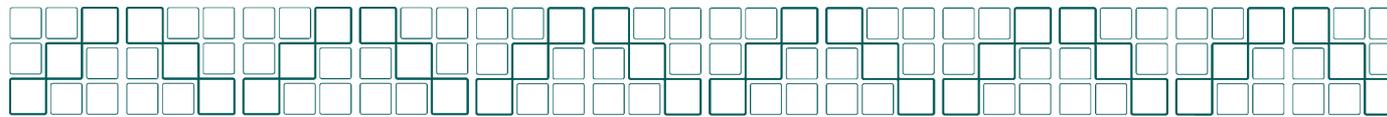
<b>Research</b>	<b>Teaching</b>	<b>Service</b>
Reviewing grants, manuscripts	Advising students	Committee work
Attending professional meetings		Recruiting
		Experiential learning
		Living/dining in residence halls
		Agricultural extension service



# 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

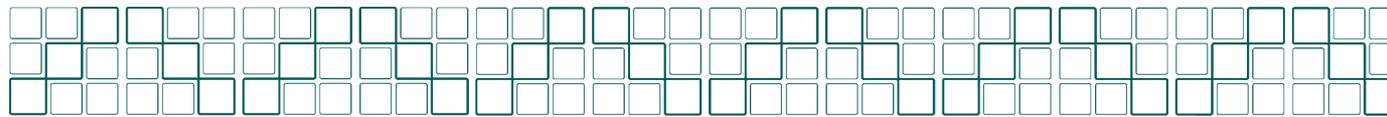


# Average Salaries<sup>#</sup> (9 month<sup>\*</sup>)

Institution Type	Full Professor	Associate Professor	Assistant Professor
Doctoral institutions	\$141,476	\$99,820	\$87,043
Master's institutions	\$98,906	\$79,458	\$69,553
Baccalaureate colleges	\$90,879	\$73,387	\$63,616
2-year colleges	\$85,233	\$70,403	\$60,728

<sup>#</sup> Salaries are for 2016-17; sources: *Chronicle of Higher Education*; AAUP

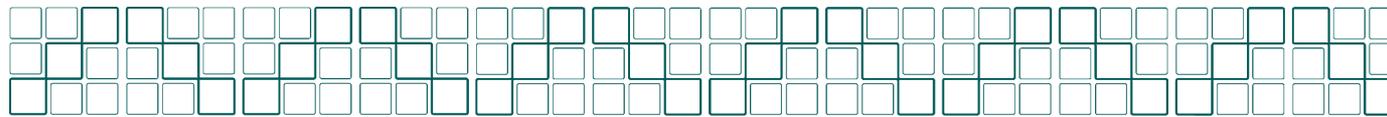
<sup>\*</sup> 9 months = academic year



# Average Salaries# (12 month)

Department Type/ Degree	Full Professor	Associate Professor	Assistant Professor
Basic Science Dept./PhD	\$197,100		
Basic Science Dept./MD			
Clinical Dept./PhD	\$209,000		
Clinical Dept./MD			

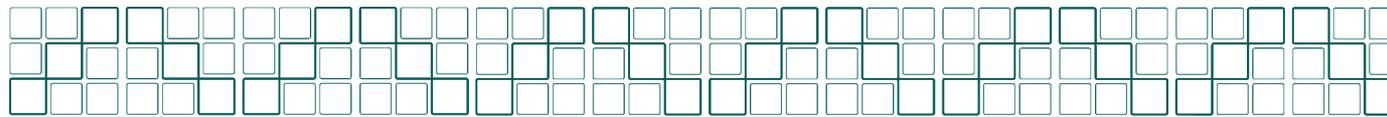
# AAMC News – Patient Care, Jan. 11, 2019; data are for 2018



# Part-time Salaries (2016-17)

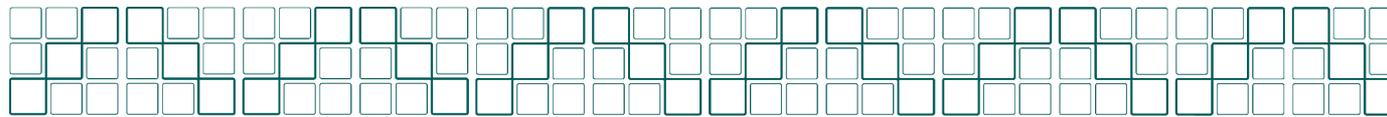
- Average from a single employer: \$21,453
- Doctoral institution average: \$29,787
- Master's and Baccalaureate average: ~\$21,000
  
- Median pay for a 3-credit course: \$6,622
- Range: \$3,677 to \$10,800 (discipline-dependent)

AAUP Faculty Salary Survey, 2016-17

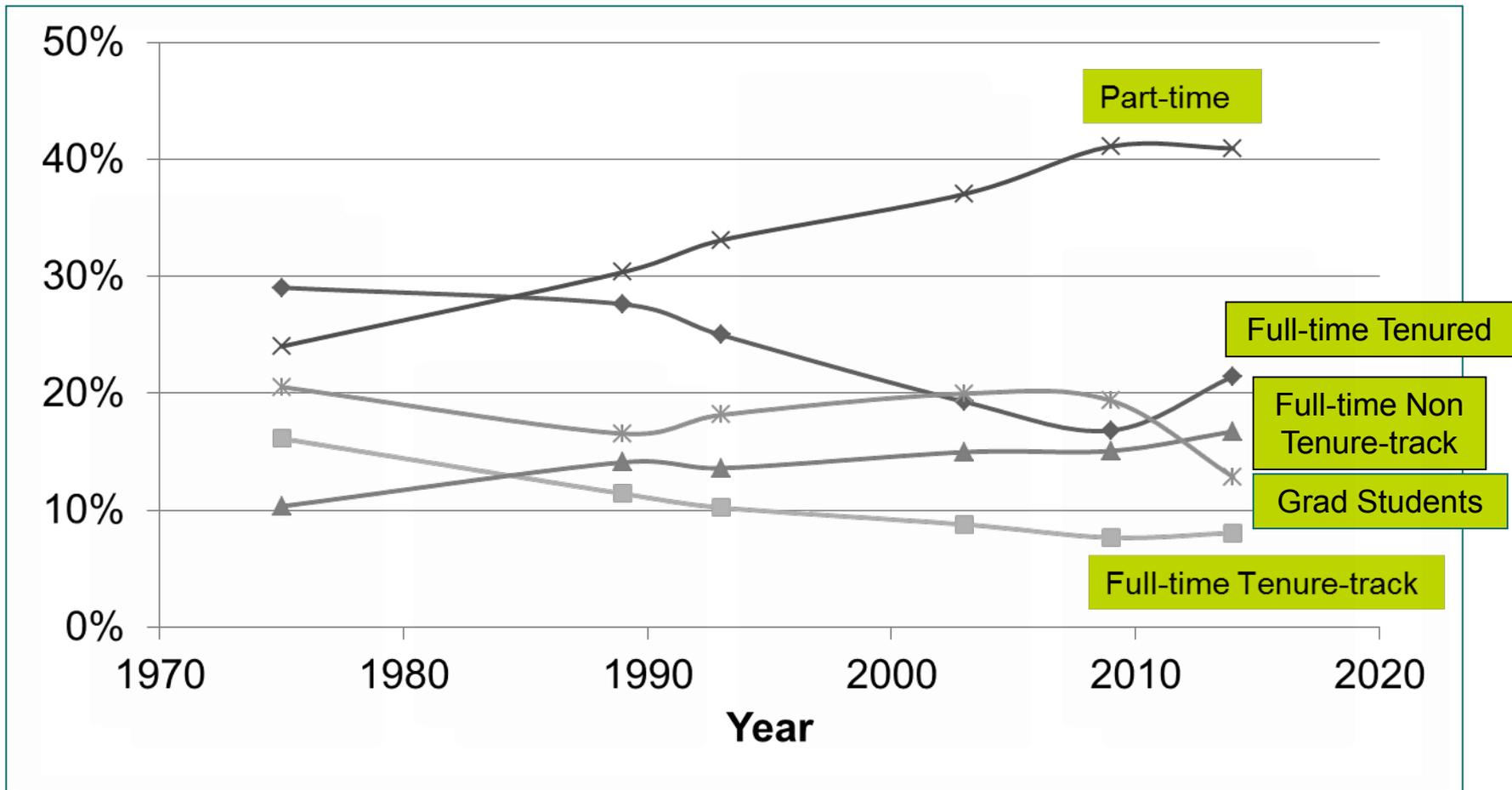


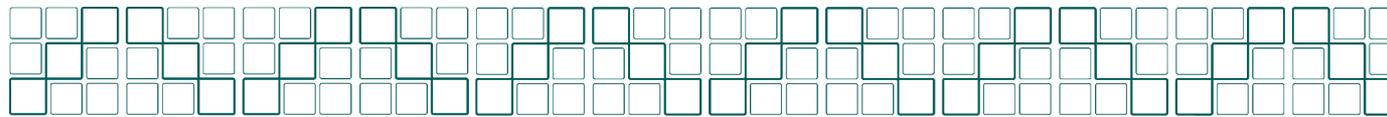
# Tenure Is Changing

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



# Trends in the Academic Labor Force

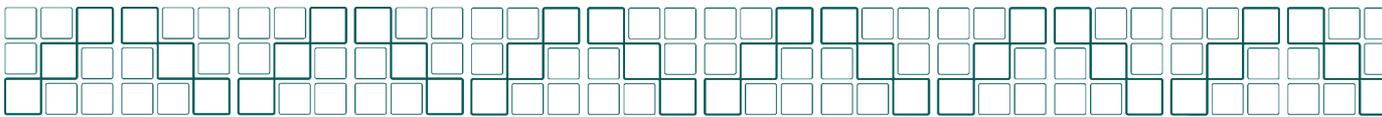




# Where Do Salaries\* Come From?

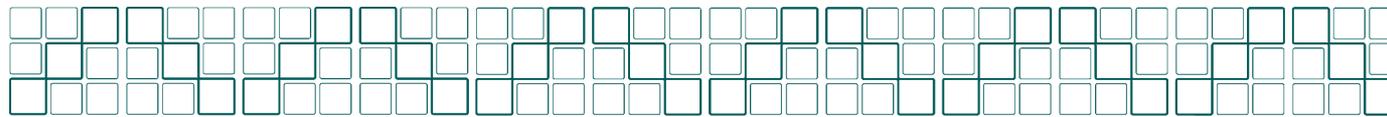
- Hard money: institutionally guaranteed salary
  - For positions that are primarily teaching
  - Generally 9 months of support
  - Can be supplemented from grants
- Soft money: obtained from grants
  - For positions that are primarily research (medical schools/research institutes)
  - Can account for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

\* Tenure or tenure-track positions



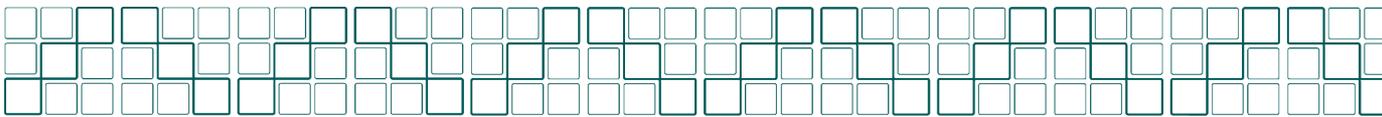
# Resources

- 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/>



# Resources<sub>11</sub>

- Academic Career Readiness Assessment Framework, UCSF Office of Career & Professional Development: <https://career.ucsf.edu/ACRA>
- *Chronicle of Higher Education* faculty salary data: <https://data.chronicle.com/>
- *The Annual Report on the Economic Status of the Profession, 2017-18* (American Association of University Professors): [https://www.aaup.org/sites/default/files/ARES\\_2017-18.pdf](https://www.aaup.org/sites/default/files/ARES_2017-18.pdf)
- AAMC data and reports: <https://www.aamc.org/data>



# Keep in Touch!

[sokolovp@mail.nih.gov](mailto:sokolovp@mail.nih.gov)

# HOW TO GIVE A GOOD CHALK TALK

From a recently tenured investigator serving on many faculty search committees in the last 7 years.

Opinions are my own!!!

Todd Macfarlan  
Stadtman Investigator  
Senior Investigator NICHD

## WHAT IS THE PURPOSE OF THE CHALK TALK?

1. To present your vision for your exciting and ground-breaking research program
  - To outline your short term and long-term goals
    - Short term: Tell us about your first RO I grant
    - Long term: What impact will your group have on the field?
  
2. To convince the department that you are prepared to lead a research group
  - Who will you hire and why?
  - What resources will you need to be successful?
  - How will you focus and divide your efforts amongst your group?

# HOW TO PREPARE FOR YOUR CHALK TALK

- Ask ahead of time what the format will be
  - Are Powerpoint slides allowed/encouraged?
  - Drawing only? Chalkboard, whiteboard, etc..
  - How much time will I have? Any setup time?
  - Who will be attending?
- Think about and practice sketching out your ROI-style research aims/models
- Prepare a document with an outline of what you will cover and hand out to attendees

# CHALK TALK CONTENT

- R01 Style
- Set up what is known in the field
- What are the big question you will address (Long term goals)
- What are the small questions you will address (short term goals)
- Outline your 3 aims first, and attack them in order.
- Space your talk and stay on time so you have time to discuss all 3 aims (or 2 or 4)
- Remember aims should be conceptually linked but not dependent on each other's success
- Hypotheses should be clear, experiments should be designed to give clear answers
- Alternative approaches should be discussed (what do you do if experiment fails is a common question you will get)

## SOME CHALK TALK DO'S AND DON'T'S

### Do

- Relax, remember you are the expert and this should be fun
- Be prepared
- Be deferential to questions and questioners but also...
- Be firm in your answers when there is good evidence to support them
- Control the pace and direction of the talk

### Don't

- Get flustered by tough questions (it's not personal)
- Be afraid to say "I don't know" (or better yet, "it's not known")
- Let the meeting out of your control

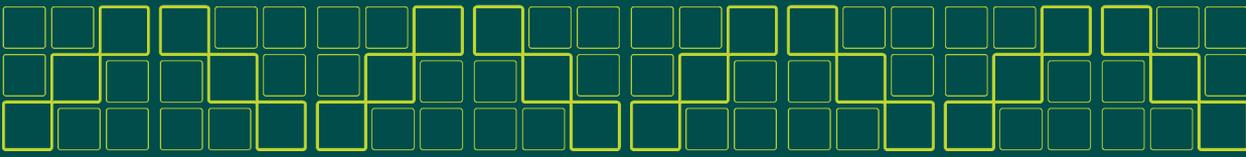
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# Developing Feedback Resilience

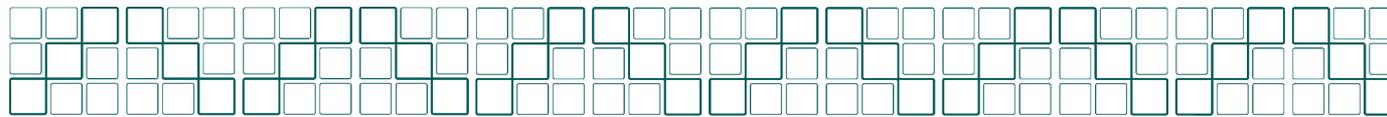
Sharon L. Milgram, Director NIH OITE

[milgrams@od.nih.gov](mailto:milgrams@od.nih.gov)

@NIH\_OITE on Twitter

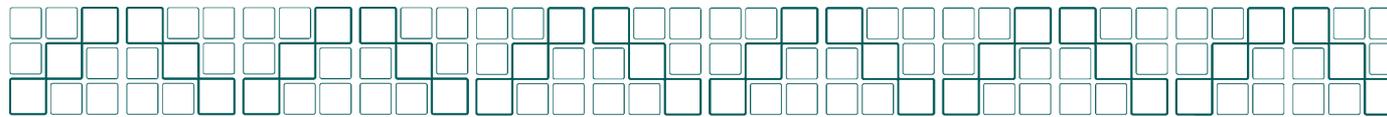


NATIONAL INSTITUTES OF HEALTH



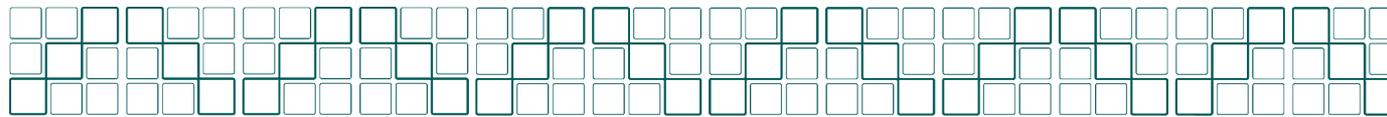
# Feedback

- All of the information available to you about you everyday
  - Formal and informal
  - Spoken and unspoken
  - Direct and indirect
  - Invited and uninvited



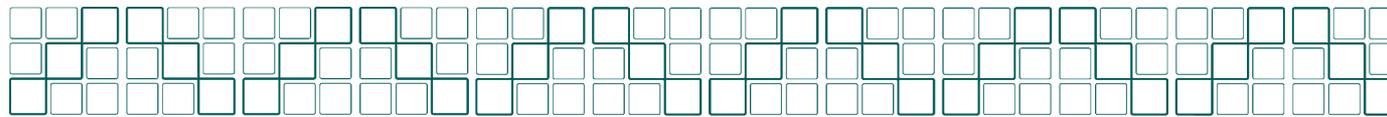
# Feedback

- All of the information available to you about yourself everyday
  - Formal and informal
  - Spoken and unspoken
  - Direct and indirect
  - Invited and uninvited
- Challenge is to
  - Decide what is feedback and what is not feedback (remember – QTIP)
  - Understand all of the things that derail us from being receptive to feedback (remember – this is a learned skill)
  - Determine what is right about the feedback, if anything, and what is wrong about it (remember 90 – 10 rule)



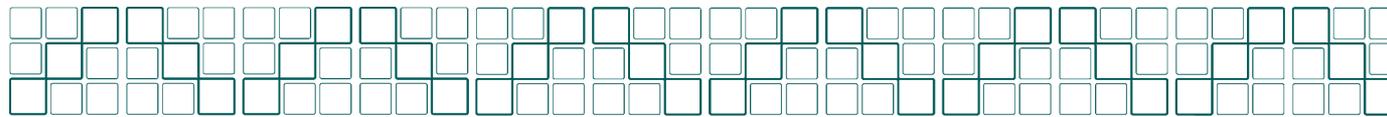
# Three General Types of Feedback

- **Appreciation Feedback**
  - to motivate and encourage
- **Coaching Feedback**
  - To change the way you do something and to help you increase your knowledge, skills or abilities
- **Evaluation Feedback**
  - To let you know where you stand and to address/clarify expectations
  
- We are all different in how we respond to feedback and in the types and amount of feedback we wish to receive



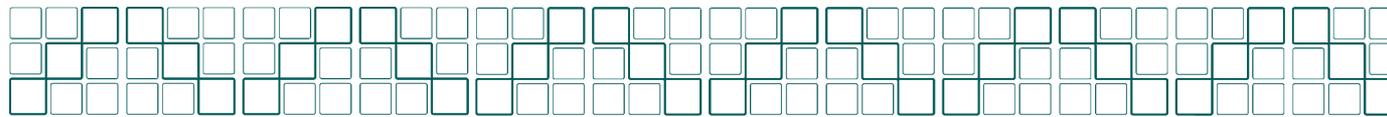
# Why Feedback Is Often Difficult to Receive

- Tension between two human needs: to grow and develop as an individual AND to be accepted for who we are
- May bring up painful memories/experiences from the past
- Cognitive distortions impact the stories we tell ourselves about the implications of the feedback
  
- Especially difficult when the feedback touches on a part of our “highly valued” self
- And made worse because feedback is often not delivered very well



# First Principles

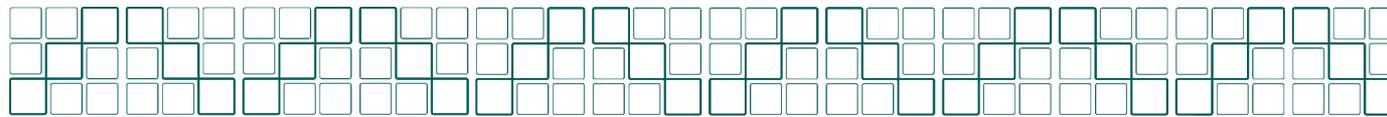
- When giving or receiving feedback, it is important to consider
  - our communication style
  - the communication style of the other party
- While remembering
  - The impact of any power difference
- **KEY POINT:** develop your emotional intelligence and resilience if you want to stay open to feedback, even (especially?) when delivered poorly.



# Journaling For Later

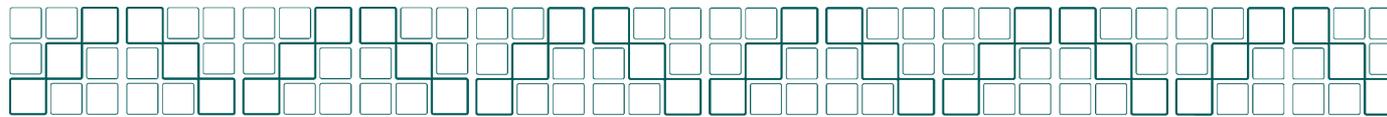
Think of a time when you received some difficult feedback about something you really cared about. What strategies did you use so that you could stay calm as you talked with your colleague? What went well; what did not go well and why do you think that is?

Think of a time when you had to give someone you cared about difficult feedback. What strategies did you use so that you could stay calm as you talked with your colleague? What went well; what did not go well and why do you think that is?



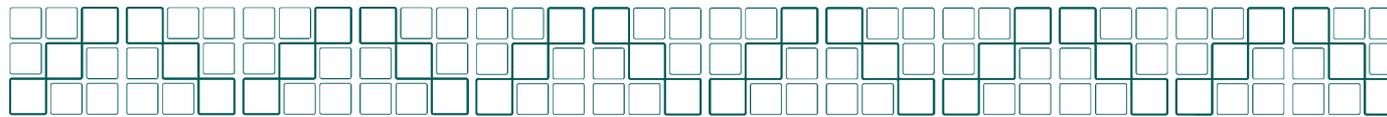
# What Tends to Get in the Way

- Our stress response
  - When faced with a threat, we tend to react using our flight, fright, freeze response
- Our cognitive distortions
  - Especially catastrophizing, mind reading, fortune telling, and all-or-nothing thinking
- Triggers
  - Truth
  - Relationship
  - Identity



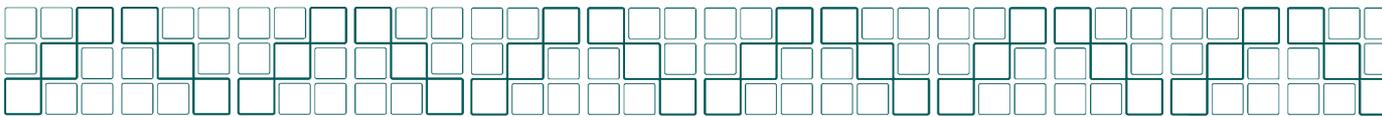
# Common Triggers That Get In the Way

- **Truth triggers** – we question the accuracy of the feedback.
  - Even when some of the feedback is inaccurate, it is likely some of it is not.
- **Relationship triggers** – we question, or don't like/trust, the person providing the feedback
  - Does it totally matter?
- **Identity triggers** –the feedback challenges my view of self?
  - Finding your growth mindset, use resources and talk to supporters to find perspective helps here.



# To Become Feedback Savvy

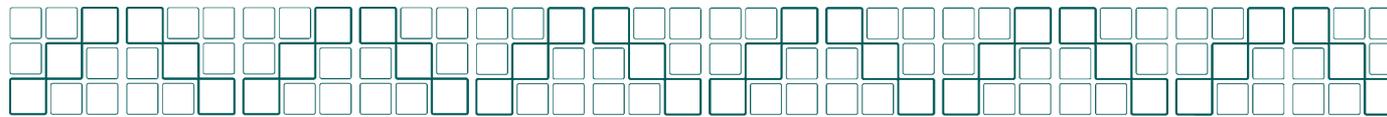
- We need to understand and find ways to work with
  - our typical stress and feedback response
  - our go-to cognitive distortions
  - our communication and meta-communication styles, and how they might impact an interaction
  - our cultural lenses and how we move in hierarchical structures



# Two Constructs of Self Derived From our Culture(s)

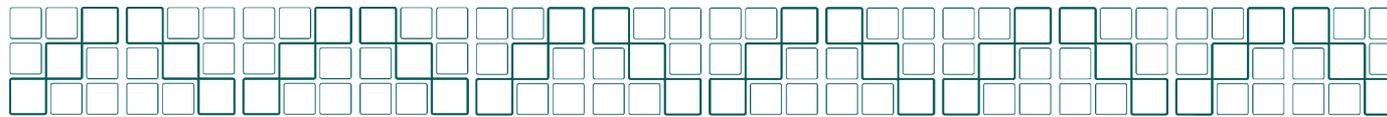
- Independent selves
  - Values and emphasizes being unique, making a clearly defined contribution, being heard and influencing others
  - Primary focus is on our own needs, opinions, and goals
- Interdependent selves
  - Values and emphasizes relationships, adjusting to others, shared responsibilities, and respect for authority
  - Primary focus is on supporting the group/collective and maintaining tradition

Clash! How to Thrive in a Multicultural World; Hazel Rose Markus and Alana Conner; See <http://www.cultureclashes.org/> for information



# How This Might Impact Communication

	<b>INDEPENDENT</b>	<b>INTERDEPENDENT</b>
Relationship with boss and other colleagues	More equal and fluid	Unequal and fixed
Willingness to be assertive	High	More difficult given power difference
Focus of exchange	Clarity in the message, getting work done and meeting individual needs	Group needs, saving face and preventing embarrassment; harmony and agreement
Style of communication	Direct	Indirect



# Consider Three Time Periods

## The Past

What happened to  
bring us to now?

Two components:  
Data  
+  
interpretation

## The Present

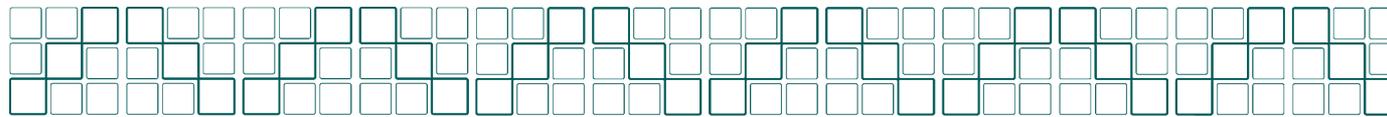
What am I thinking  
and feeling now?

Triggers  
Emotions  
Physical sensations  
Distortions

## The Future

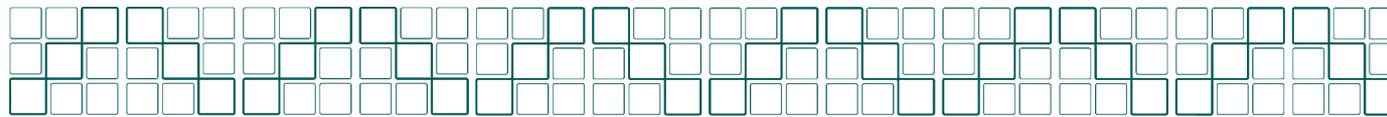
What should I do  
moving forward?

Two Components:  
Behavior change  
+  
follow-up



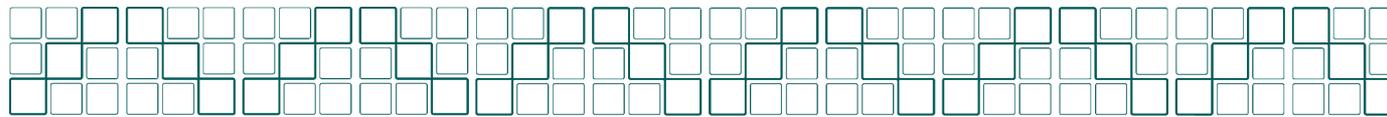
# Tips For Receiving Feedback (I)

- Know your feedback and stress response and have go-to strategies for staying calm in the moment
- Pay attention to physical signals and notice what is happening in the moment; pay attention to the other person as well
- Ask for time if you need it; if given time, prepare
- Do not get snagged by gross over-statements, generalizations and draconian pronouncements
- Ask calm clarifying questions
  - How so? Can you say more? Could you elaborate? So if I understand you are saying....
- Take ownership and apologize when appropriate



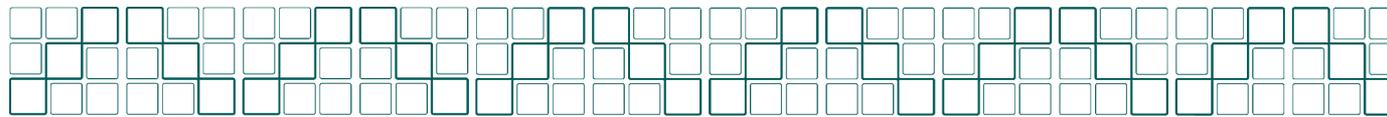
# Tips For Receiving Feedback (II)

- Learn to differentiate between your feelings, the distortions you are telling yourself and the actual feedback
- Accept that you can't control how others see you and how others deliver feedback
- Appreciate that your goal is to disregard what is not helpful and focus on what is
- Find the learning opportunity in the setback
- Take wellness, resilience, leadership and management courses



# Remember

- You may need to ask for feedback to get feedback
  - Be clear and precise in your ‘ask’
  - Consider this strategy: What am I doing well? Where do I need to improve? Is there anything you want me to do that I am not currently doing?



# And In Closing

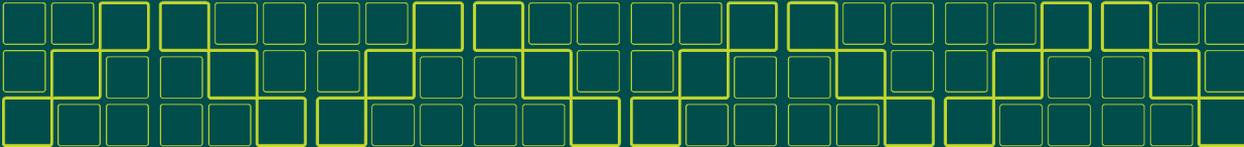
- To grow means to become comfortable with being uncomfortable – embrace the discomfort of feedback and you will likely learn important things.

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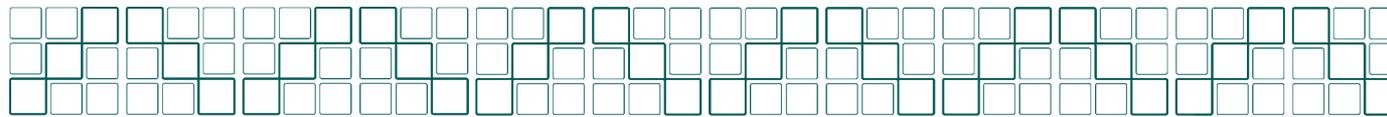
# Stress Management & Work-Life Balance

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

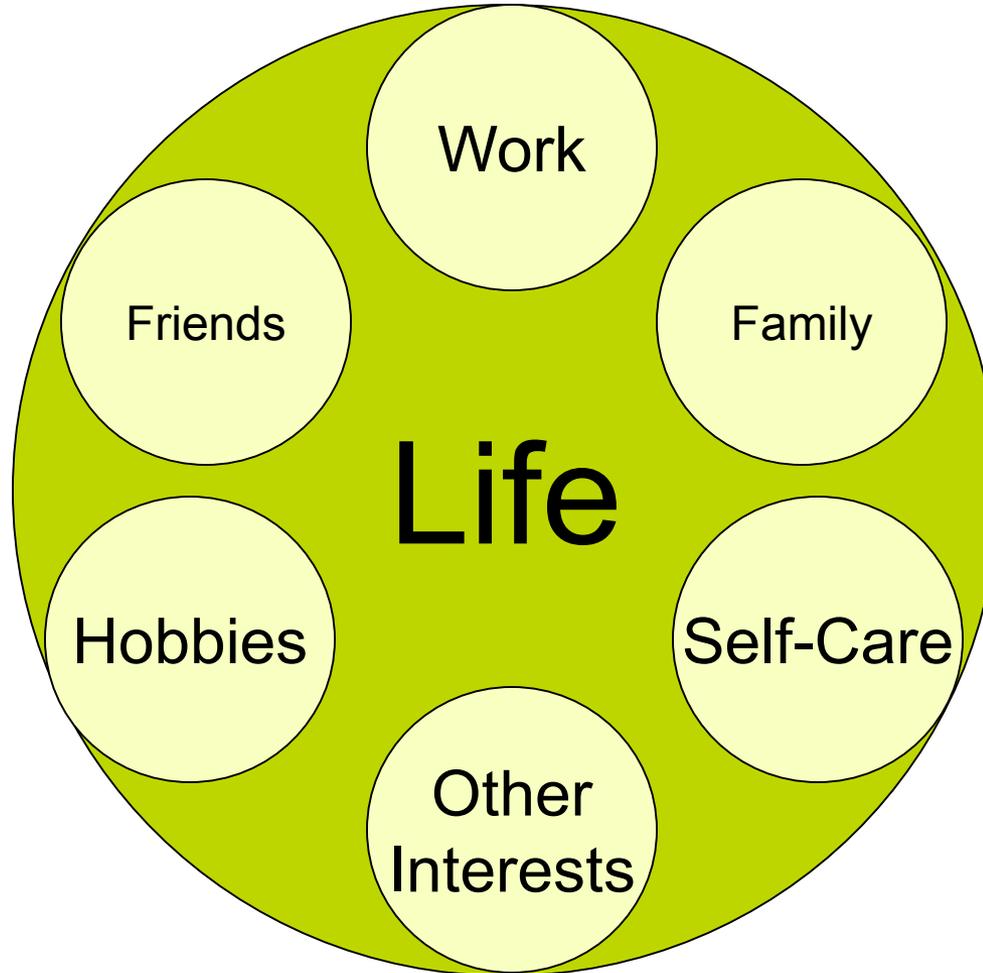
**Annual NIH Career Symposium – May 10, 2019**



**Office of Intramural  
TRAINING &  
EDUCATION**  
NATIONAL INSTITUTES OF HEALTH

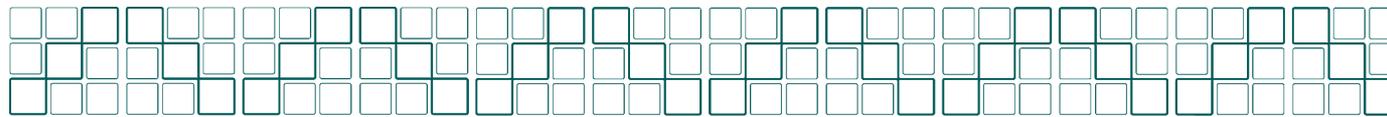


# The Myth of Work-Life Balance



**The Reality: Life-Work Integration**

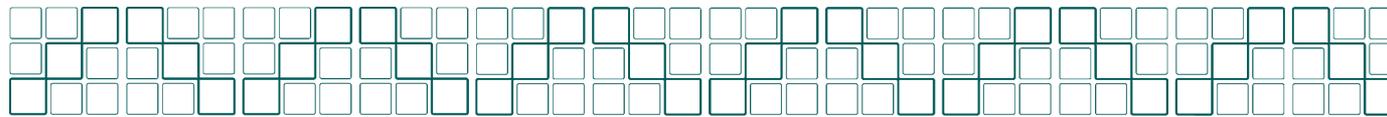
**(See Handout #1)**



# Impact of Stress

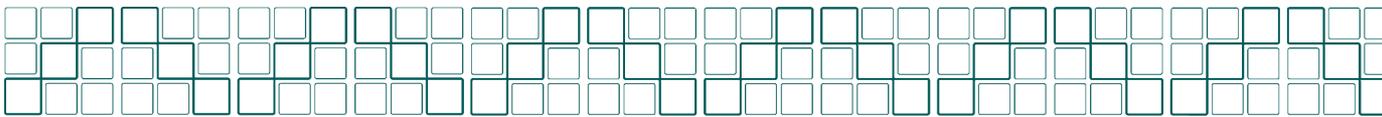
- ◆ Stress is a part of life – but that doesn't mean we should ignore it!
- ◆ Affects every major **body system** we have (cardiovascular, nervous, gastrointestinal, endocrine, musculoskeletal, respiratory, reproductive).
- ◆ Shows up as physical, emotional, cognitive, and behavioral **stress symptoms**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

**(See Handout #2)**

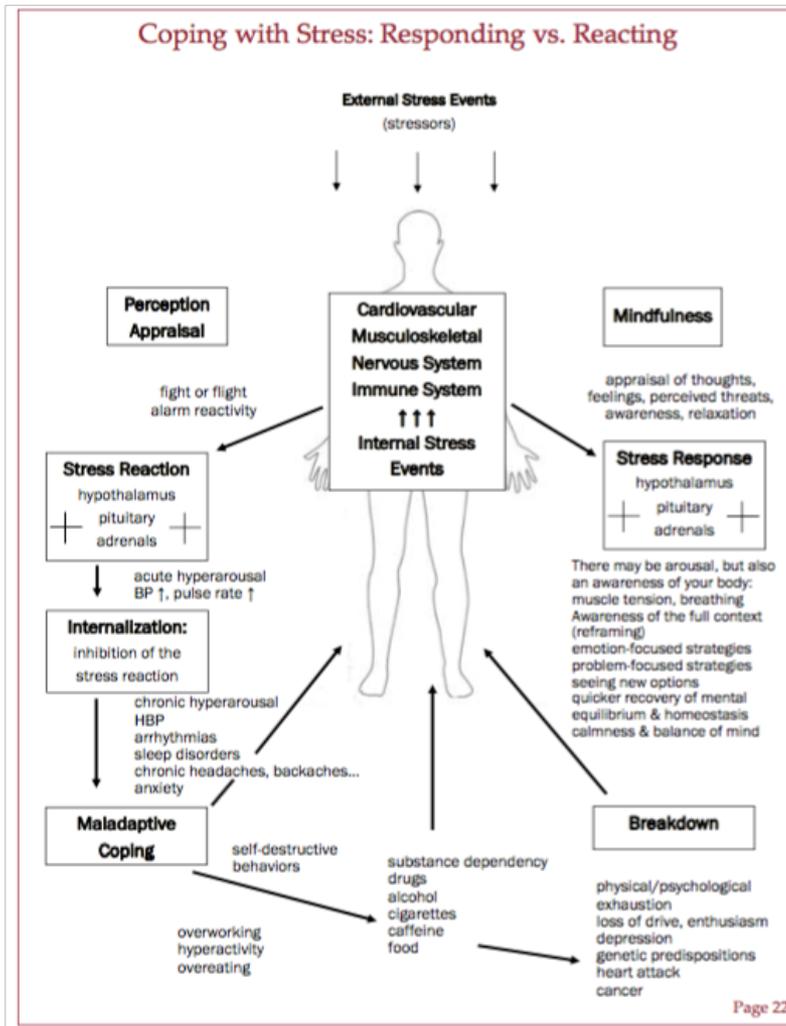


# Rethinking Our Approach to Stress

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



# Responding vs. Reacting to Stress

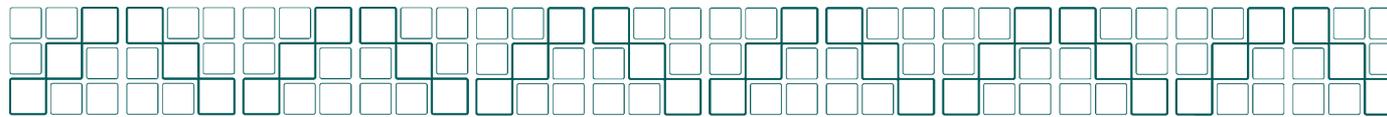


Based on Dr. Jon Kabat-Zinn's work on *Mindfulness-based Stress Reduction*; University of Massachusetts Medical Center

<http://www.umassmed.edu/cfm/>

“Full Catastrophe Living: Using the Body and Mind to Face Stress, Pain, and Illness” (2013)

(See Handout #3)

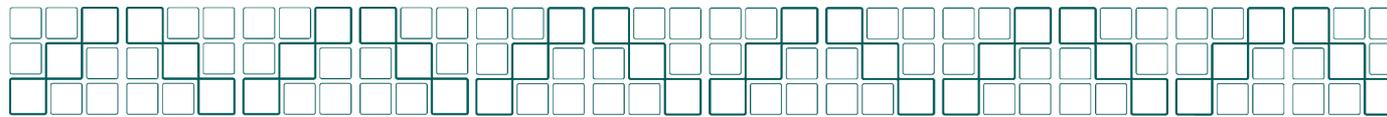


# Responding vs. Reacting to Stress

## ~ Key Tools ~

- ◆ **Self-Awareness/Mindfulness** (paying attention vs. ignoring stress 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)

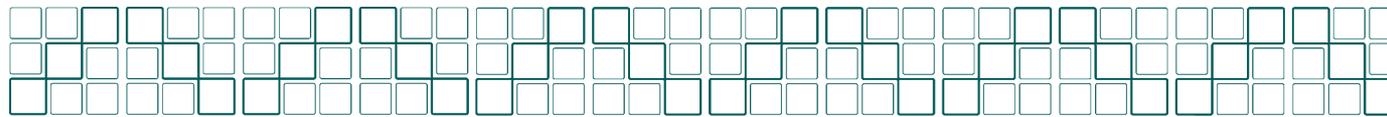




# 3 Quick Tips for Stress Reduction

Throughout your day...

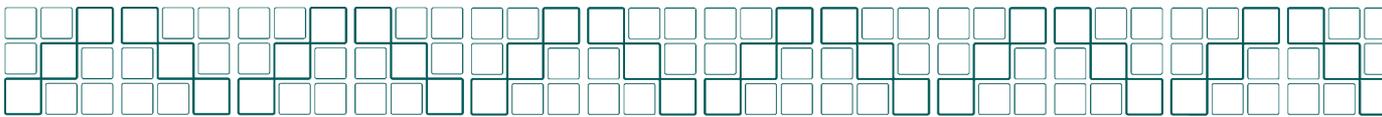
- ✧ **Stretch**
  - ✧ **Bre-e-e-e-athe**
  - ✧ **Get up and move!**
- 
- ◆ Stretching and breathing lower stress hormones & bring on relaxation response.
  - ◆ Moving lowers negative effects of “sitting disease.” <http://www.juststand.org/tabid/674/default.aspx>



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

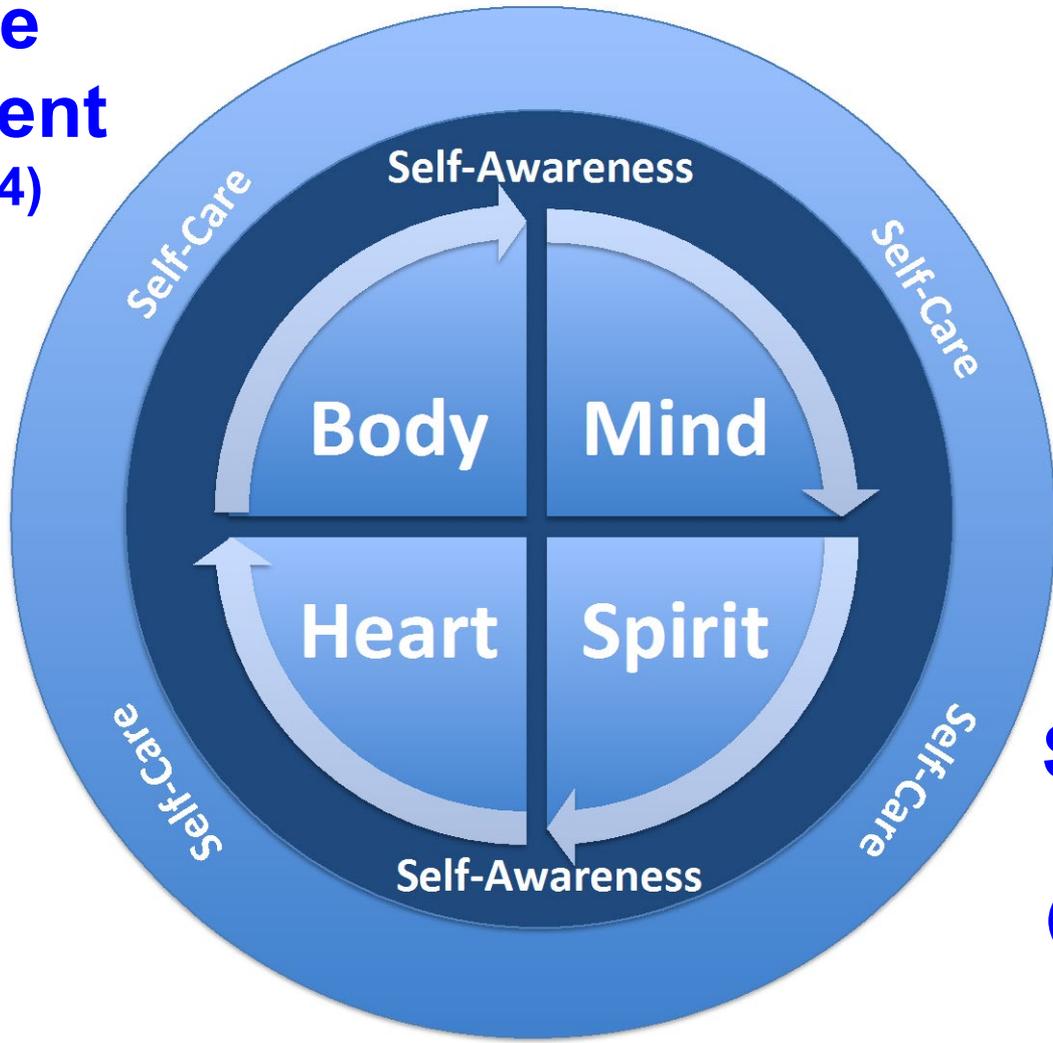
Irene S. Levine

- 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.).
- 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!
- 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).
- Play music:** Tune in to music you enjoy and you associate with positive feelings (moderate or slow tempo is best vs. fast or frenetic).
- Focus on the present:** Mindfully focus on the present moment (be the dog not the distracted human). Tackle one task at a time.

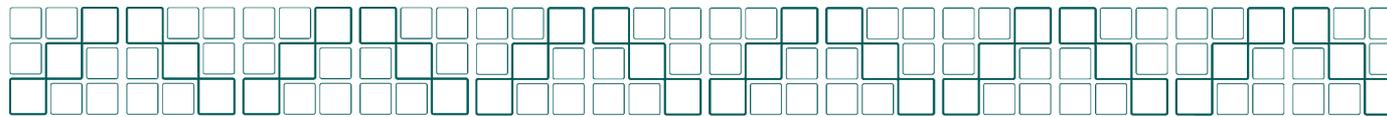


# Holistic Self-Care

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



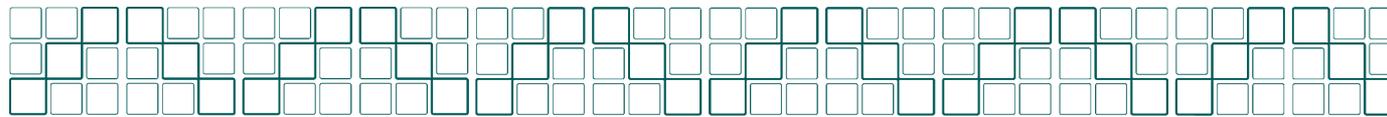
**Self-Care  
Plan  
(Handout #5)**



# Self-Compassion

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

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



# OITE Wellness Resources

**Workshops:** groups/different “*Resilience for Scientists*” and “*Stress Management & Wellness for Scientists*” (Offered quarterly – check OITE list serves and OITE website for dates).

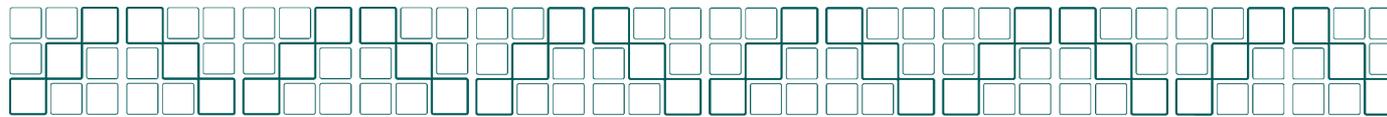
**Wellness Wednesdays:** Lunchtime drop-in discussion group every **Wednesday (12 – 1:00 p.m.)** on self-care topics related to physical, mental, emotional and spiritual wellbeing. **Bldg. 2, OITE Conference Room (Rm. 2W15).**

**Drop-In Resilience Discussion Group:** **Tuesday/Friday** afternoons - Different trainee groups/different topics each week. **Bldg. 2, OITE Conference Room (Rm. 2W15).** Check OITE list serves and OITE website.

**Drop-in Mindfulness Meditation Group:** Every **Tuesday at Noon** and every **Thursday at 5:00 p.m.** - **Bldg. 10, 4<sup>th</sup> floor, Rm. 4-3330.**

**Monthly Wellness Events:** Fun, community building events for Trainees/Fellows. Check OITE list serves and OITE website.

**OITE Library:** Books on stress management, self-care, resilience, optimism, etc. - available for check out.



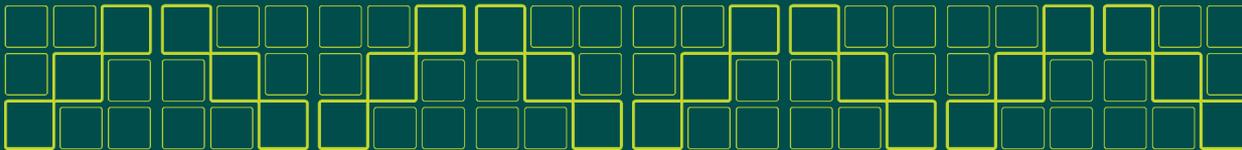
## Books & Online Resources for Stress Management & Wellbeing

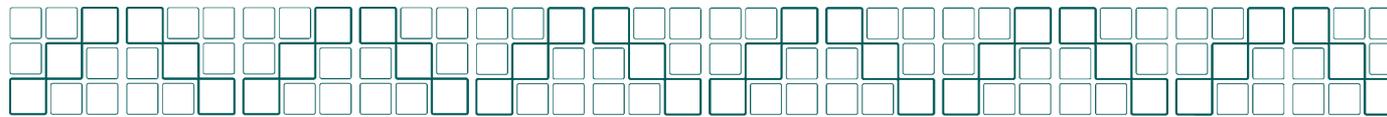
- ❖ Hanson, R. (2013). *Hardwiring happiness: The new brain science of contentment, calm, and confidence*. New York, NY: Harmony.
- ❖ Kabat-Zinn, J. (2013). *Full catastrophe living: Using the body and mind to face stress, pain, and illness* (2<sup>nd</sup> ed.). London, UK. Platkus.
- ❖ Neff, K. D. (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](http://palousemindfulness.com/selfguidedMBSR_ataglance.html)
- ❖ Free Meditation App: <https://insighttimer.com>
- ❖ "Mind Matters: 10 Tips for Handling Stress at Work"  
[http://sciencecareers.sciencemag.org/career\\_magazine/previous\\_issues/articles/2009\\_05\\_08/caredit.a0900059](http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2009_05_08/caredit.a0900059)
- ❖ Desk Stretches:  
[www.webmd.com/fitness-exercise/stretching-exercises-at-your-desk-12-simple-tips?page=2](http://www.webmd.com/fitness-exercise/stretching-exercises-at-your-desk-12-simple-tips?page=2)

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# Negotiating Offers

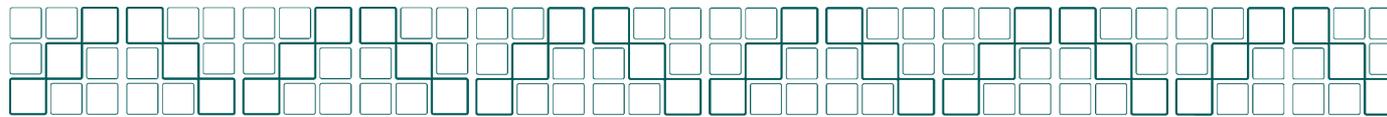
John G. Taborn, PhD  
Career Counseling  
NIH Office of Intramural Training & Education





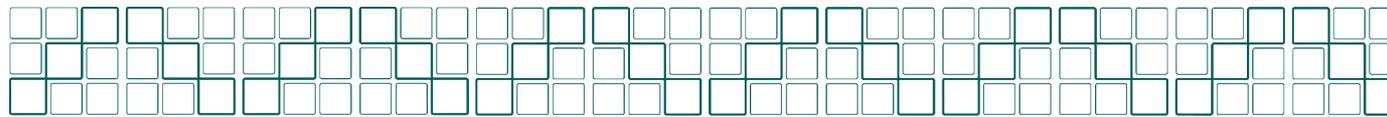
# Typical Offer: Dr. XYZ, we would like to offer you a position.....

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



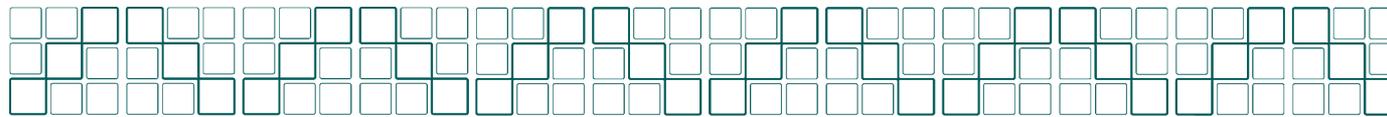
# What is Next?

- Thank them for the offer
- Ask for time to “talk it over at home”
- Do You Want To Negotiate? If so, what?
  - Is the salary acceptable? Do you want more?
  - Do you bring specific skills to the job that allows you to ask for an increase?
  - Know your value and those of comparable positions (In advance)
    - From Informational interviews
    - Online tools, salary wizard, glass door, Monster.com, The Scientist
    - Chronicle of Higher Ed, faculty salary surveys (AAMC), state school salaries are published
  - Know cost of living adjustment (websites about cost of living)
- Not a “done-deal” until it is put in writing, the papers are signed, and all of the paperwork is completed.



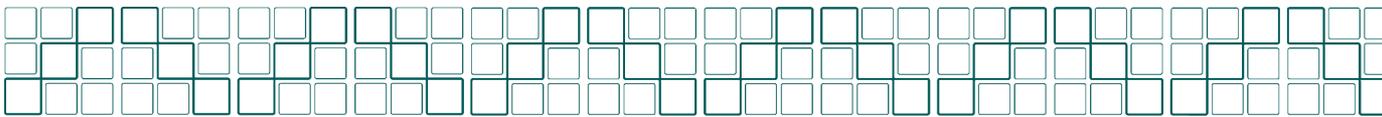
# Non-academic considerations

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



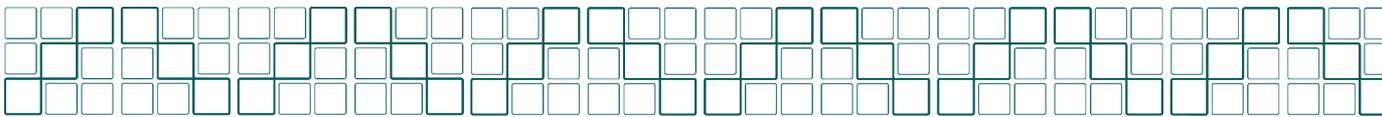
# Academics Offer May Include

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



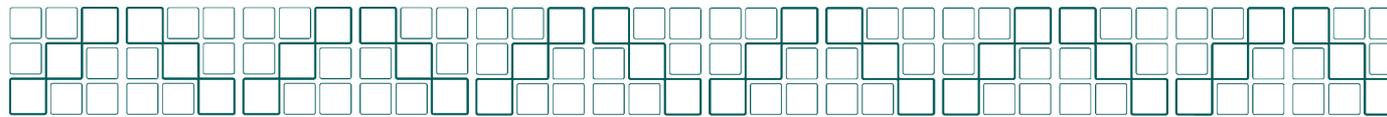
# Benefits

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



# Benefits

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



# Now you have four options:

## ■ Stall

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

## ■ Negotiate

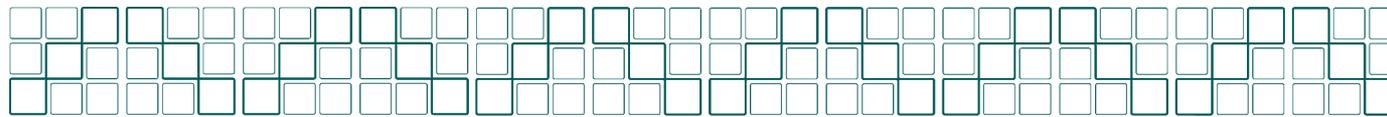
- More in the following slides, get help from mentors/OITE/etc

## ■ Accept

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

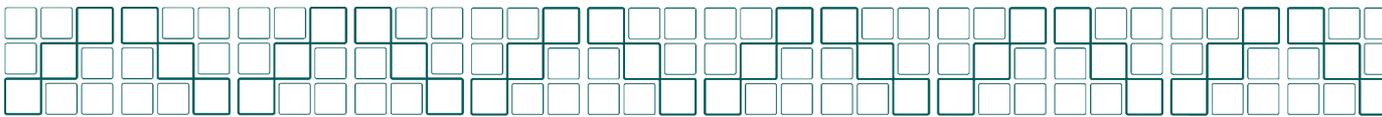
## ■ Reject

- Respectfully - no need to burn bridges
- Be prepared to explain why

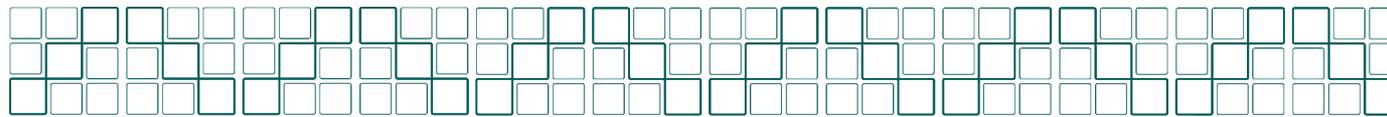


# Negotiating

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

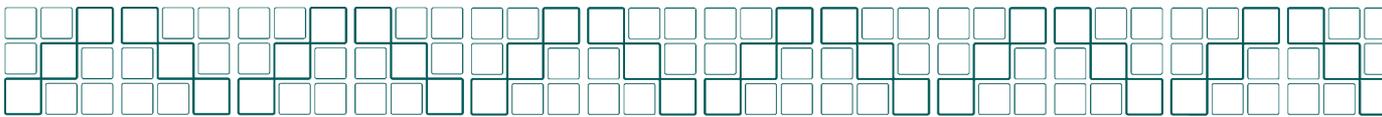


- In order for me to be productive and do my job I need.....
- And remember
  - Be clear about the difference between needs and wants
  - Knowledge is power
  - Salary is not the only thing



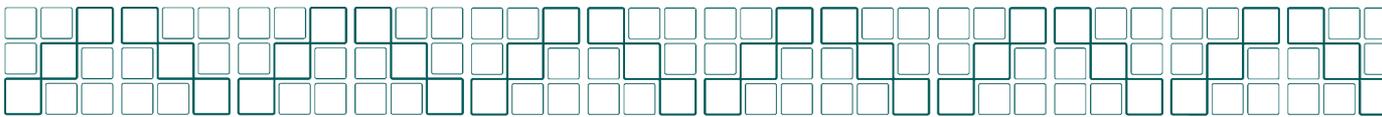
# Common responses from the other side

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



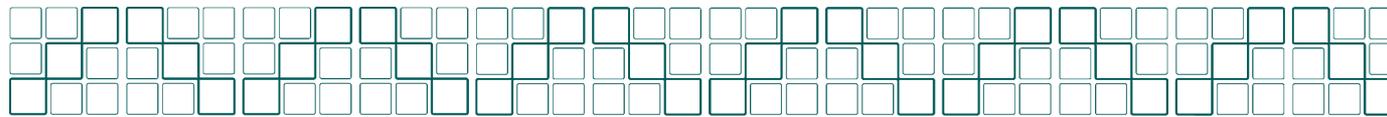
# Multiple offers?

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



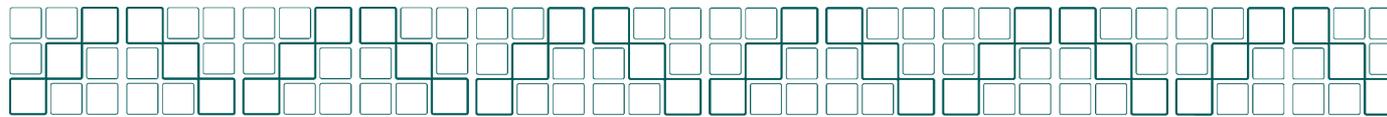
# Accept Offer

- Obtain the offer in writing from the employer (which will include salary, start date, benefits, etc)
- Signing – means you have committed to taking the job with that company
  - Verbal agreements are also committing but signing is the goal
- Decline other offers
- Contact other jobs that you have applied to to withdraw your application
- Plan for next steps.



# Don't want this job?

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



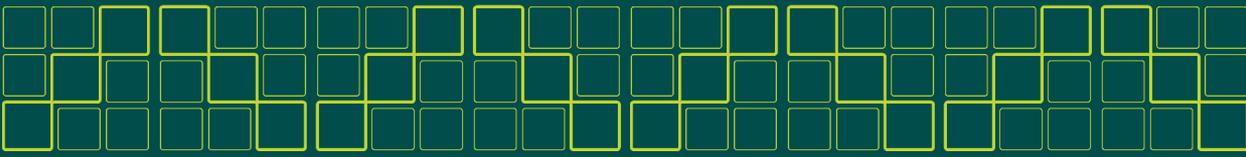
# More resources

- OITE annual workshops, video casts, blogs
  - Industry: Negotiating Offers and Making the Transition
  - The Academic Job Search: Evaluating Positions and Negotiating Offers
  - Learn to Negotiate Before Your Interview
- Join the OITE NIH Training Alumni database
- Visit the OITE website at <http://www.training.nih.gov>
- Schedule appointment with career counselor at [https://www.training.nih.gov/career\\_services/appointments](https://www.training.nih.gov/career_services/appointments)

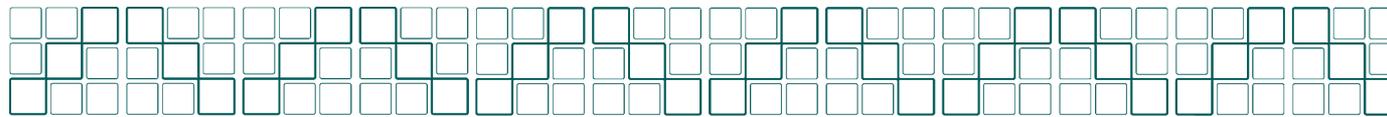
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# Networking for Success

**Natasha Lugo-Escobar, PhD**  
**Director, HiSTEP 2.0**  
**OITE**

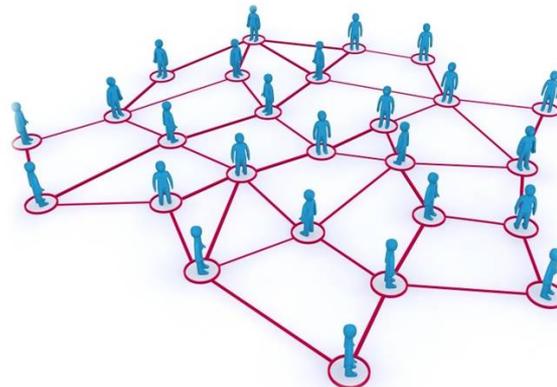


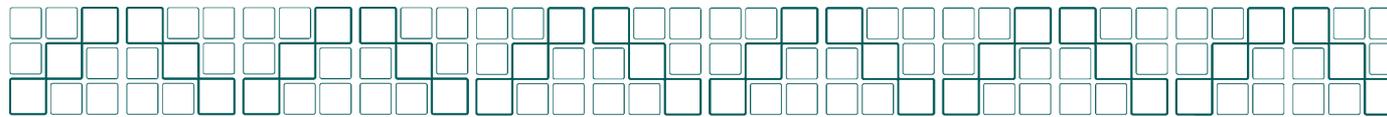
NATIONAL INSTITUTES OF HEALTH



# What is Networking

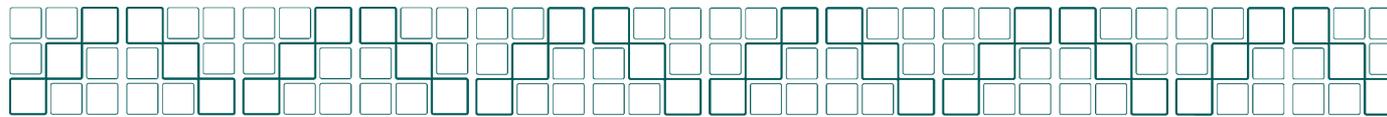
- “Exchange of information or services among individuals, groups or institutions, specifically, the cultivation of productive relationships for employment or business” according to Merriam-Webster.
- Establishing and maintaining mutually beneficial relationships among the individuals involved





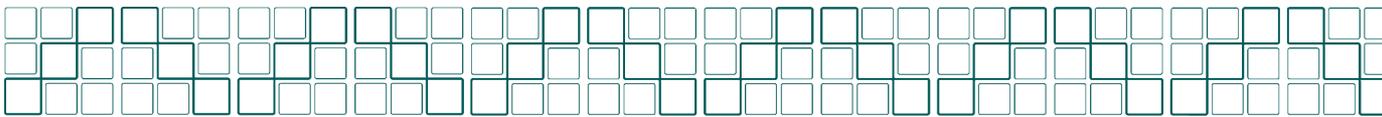
# Why Network

- Build your professional network
- Cultivate relationships with people that can advocate for you on current/future opportunities (be recommended for a job)
- Gain insider information about a certain job position, career or field or company/organization you'd like to work in
- Learn about new job lead opportunities or other related opportunities to build your credentials
- Develop/establish collaborations
- Get advice/tips on the job search process
- Receive invitation to apply for job/postdoc or to give a talk/seminar

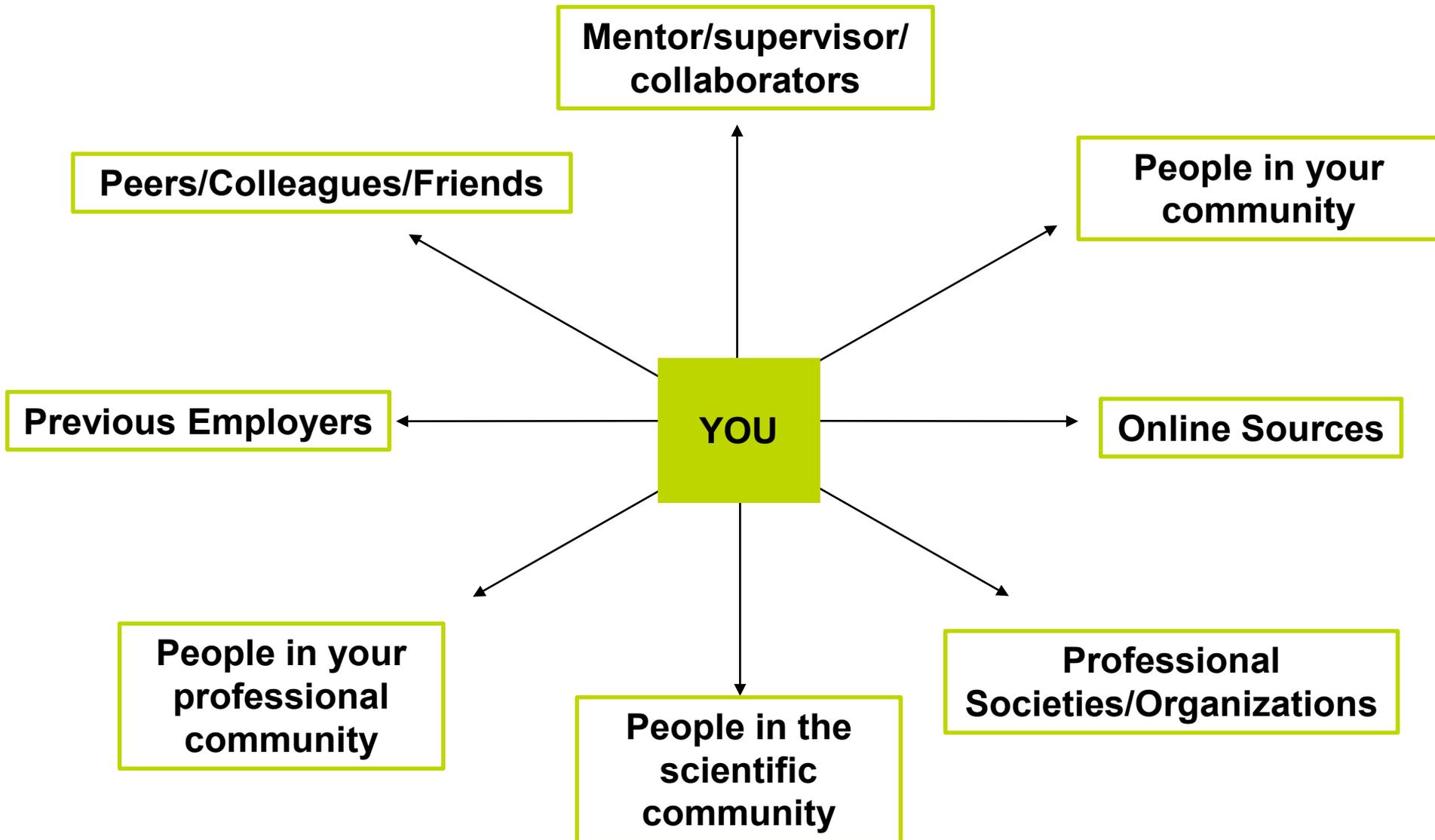


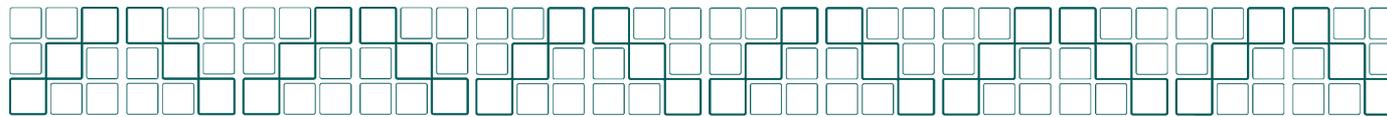
# Types of Networking

- There are two forms of networking:
  - Passive
  - Active
  
- Not all relationships are the same
  - Big deals: require a greater investment of time and energy
  - Small deals: may be more on internet based connections, people in passing, etc



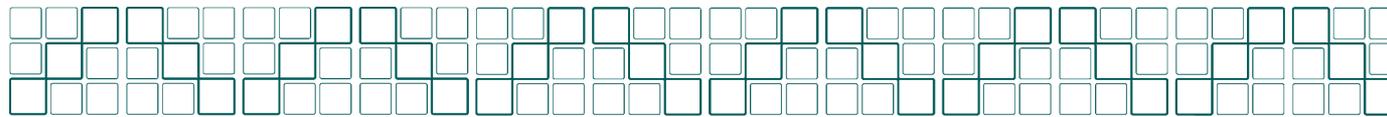
# Where to Start





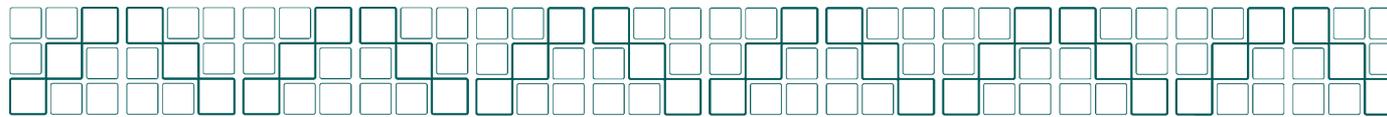
# Make a Networking Plan

- Think about your next step in your career
- Identify people that you need to meet
- Find the contacts:
  - Your current network
  - Alumni databases (ex. NIH Alumni Trainee Database or your former university)
  - Networking social media groups
- Make a list of important topics to talk about
- Create and practice your elevator speech
- Initiative communication



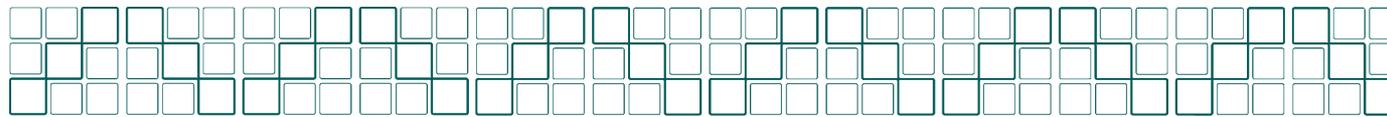
# Creating a Dialogue

- Elevator Speech
  - Brief description of you
    - Who you are, where you work, what you do, what you are looking for
- Ask open ended questions
- Be prepared to talk about anything, but don't pass on an opportunity to meet your objectives
  - Recent events, weather, current science headlines
- Keep in mind your main purpose of conversation



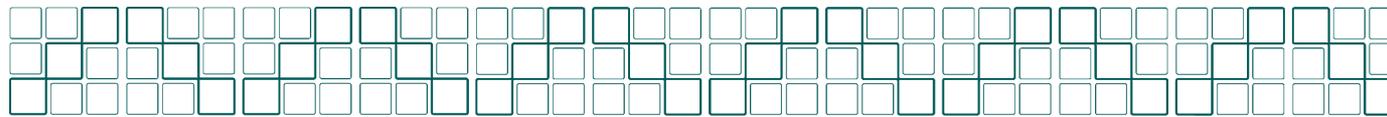
# Keeping up the conversation

- Effective relationships take effort to maintain
  - Specially those that are big deals
- Organize your contacts
- Send a Thank You email
  - Include what you discussed
- Foster the relationship
  - Article or event of interest
  - Congratulate publications/grants/awards
  - An occasional “Hello” is fine



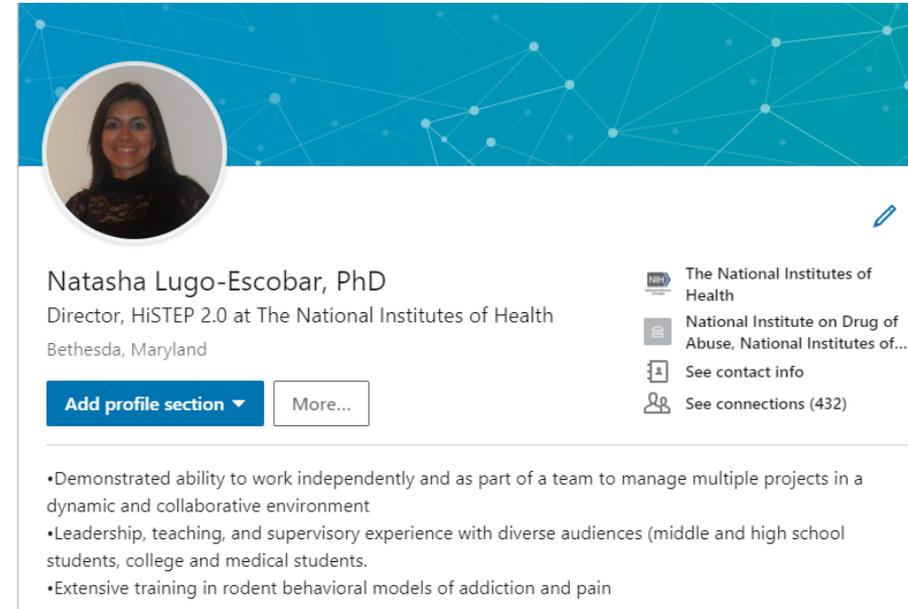
# Networking tools

- Use informational interviews
  - A good way to find about other careers or get info on a career path, program, or positions
  - Helps gain insider information
  - **Are not a way to ask for a job!!**
- Attend Career/Professional Development Events
  - Start here- Career Symposium
- Use professional and social networking resources to help you to extend your network
  - LinkedIn, Twitter, Facebook, Blogs
  - Other science-related social groups



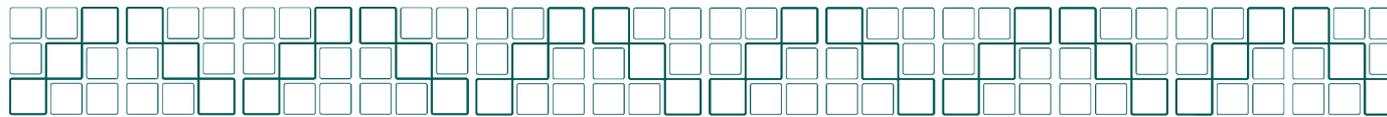
# Tips on LinkedIn Profile

- Choose a professional photo
- Avoid jargons, long summary profiles
- Pay attention to your profile title
- Write a good profile summary
  - It should reflect who you are and what you want
- Keep your profile up to date
- Add all university and professional affiliations
- When connecting with others, send personalized invitations or messages



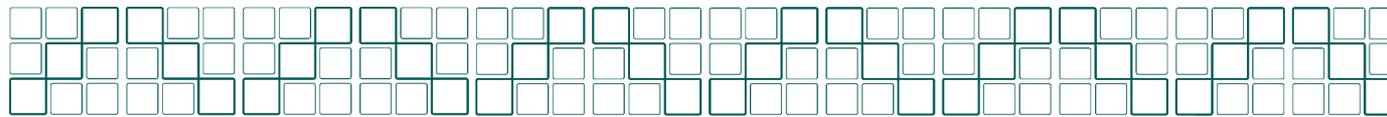
OITE Career Blog

<https://oitecareersblog.wordpress.com/category/networking/page/1/>



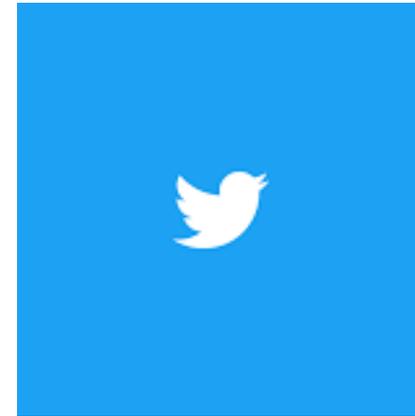
# LinkedIn reports:

- 70% of people in 2016 were hired at a company where they had a connection.
- 80% of professionals consider professional networking to be important to career success.
- 35% of surveyed professionals say that a casual conversation on LinkedIn Messaging has led to a new opportunity.
- 61% of professionals agree that regular online interaction with their professional network can lead to the way into possible job opportunities.



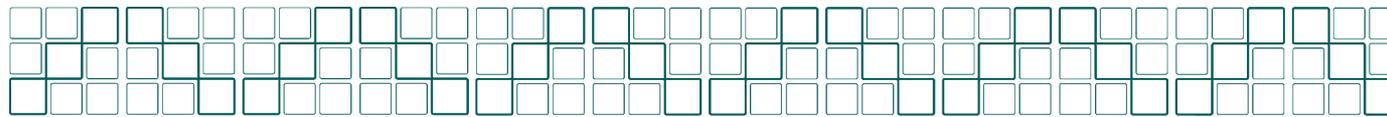
# A little bit on Twitter

- Use built-in search tools
  - Type keywords
  - Use Hashtags
    - #sciencecareers
    - PhDJobs
    - SciencePhD
- Start following companies/organizations or people in your field of interest or career
- Stay organized



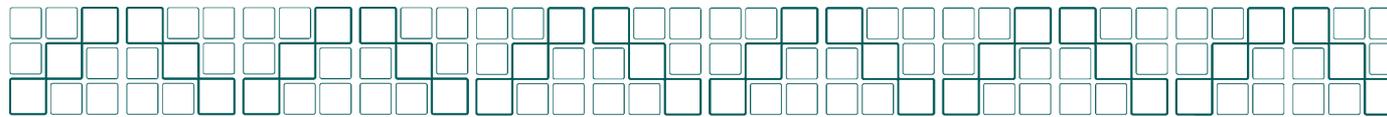
OITE Career Blog

<https://oitecareersblog.wordpress.com/category/networking/page/1/>



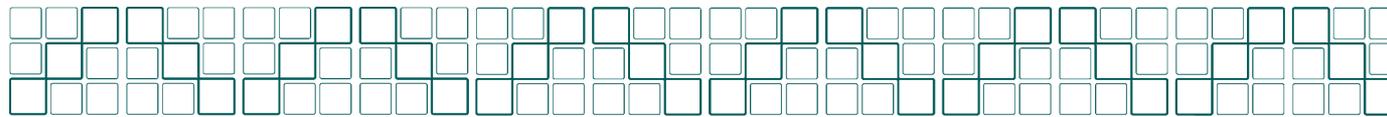
# Some Myths/Misconceptions About Networking

- Networking feels selfish-is all about me
- Extroverts make the best networkers
- I don't have time
- I am not looking for a job right now
- I don't need to network-my work speaks by itself
- I am not good at networking
- Networking is about how many people you know



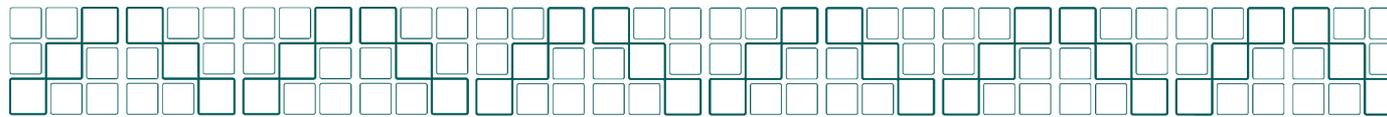
# Tips to Network Effectively

- Be realistic
  - Start small
- Conduct Informational Interviews
- Stay focus-remember your goal
- Join professional associations and social media groups
- Attend networking events:
  - lectures/seminars, conferences, industry events, job fairs, poster presentations
- Be an active listener
- Ask for other people you can connect to
- Follow up
- Pay it forward: it is a two way street
- Keep on touch with your network



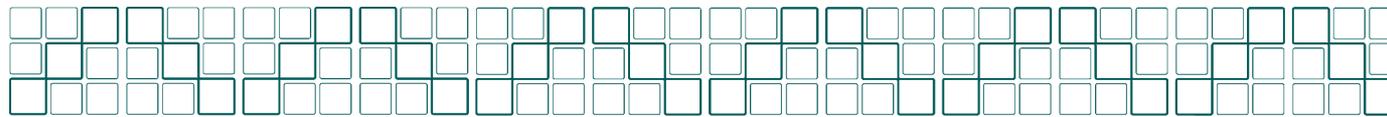
# References

- Never Eat Alone (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 Underconnecte ([Devora Zack](#))
  - The Riley Guide



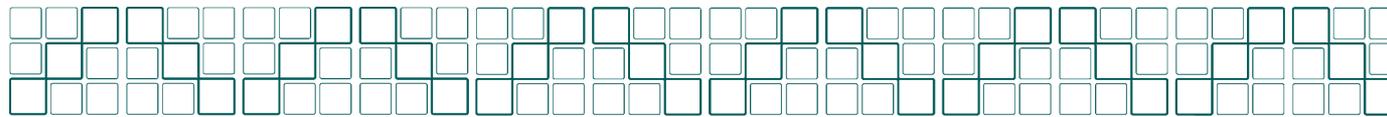
# Some More References

- 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



# Resources

- Visit our website: [www.training.nih.gov](http://www.training.nih.gov)
- Connect with me on Linked-In and join the NIH Intramural Science Linked-In group
- Use the OITE NIH Alumni Trainee Database
- Watch previous OITE career workshops
- Read OITE Careers Blog
- Email me at [lugoescobarn@mail.nih.gov](mailto:lugoescobarn@mail.nih.gov)

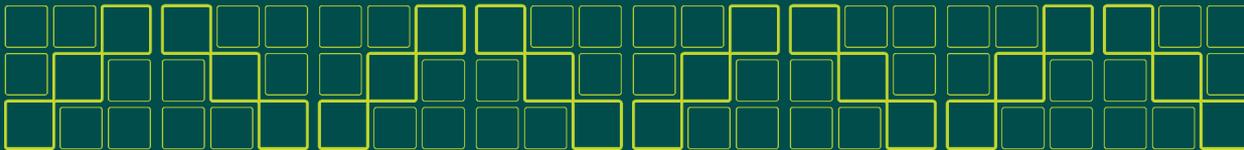


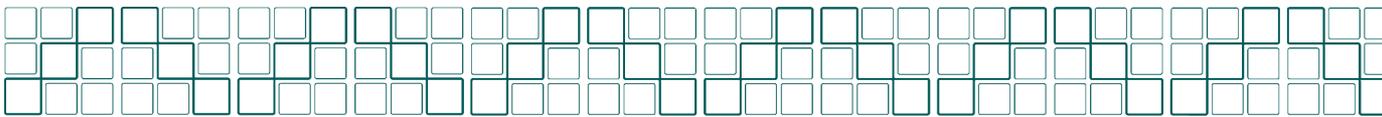
# Questions?

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# Exit Strategies

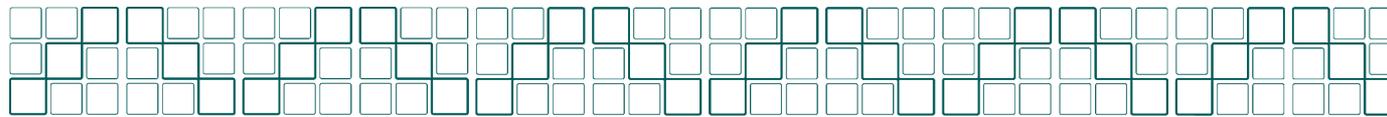
Lori M. Conlan, PhD  
[www.training.nih.gov](http://www.training.nih.gov)





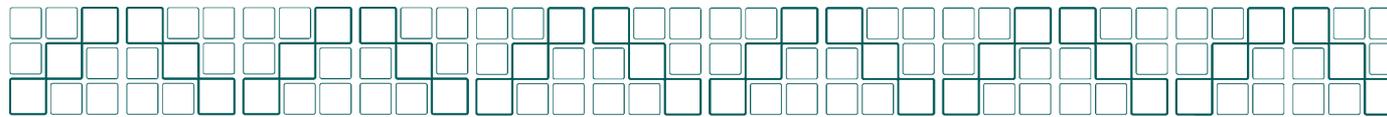
# This might be hard

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



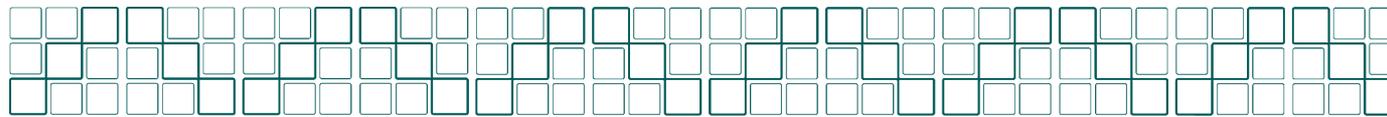
# Ohhh—the guilt

- Emotional roller coaster
  - This process is tough, and you have little control
  
- Remember part of your job is to get a job



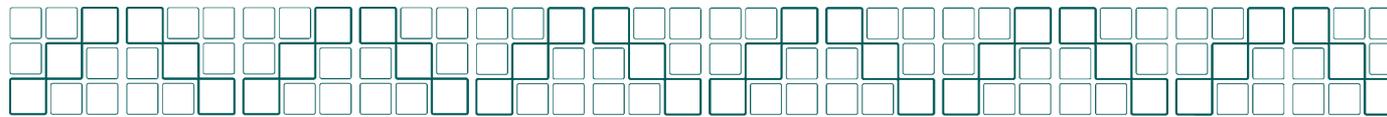
# Make a plan

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



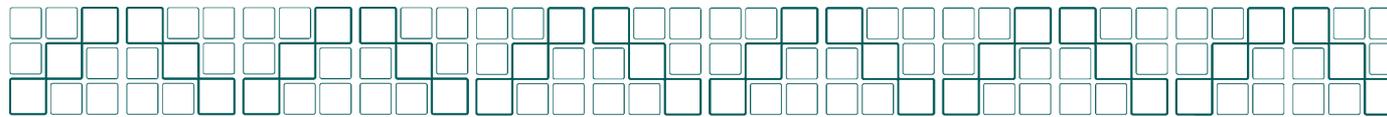
# Telling your PI

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



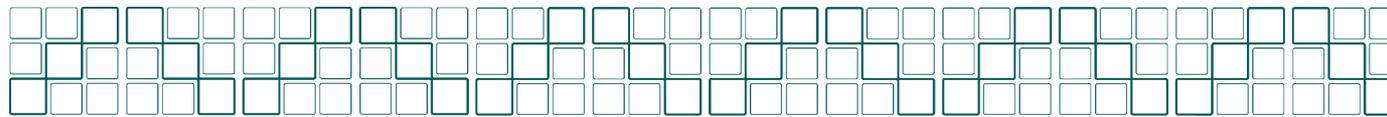
# Do you even have to tell??

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



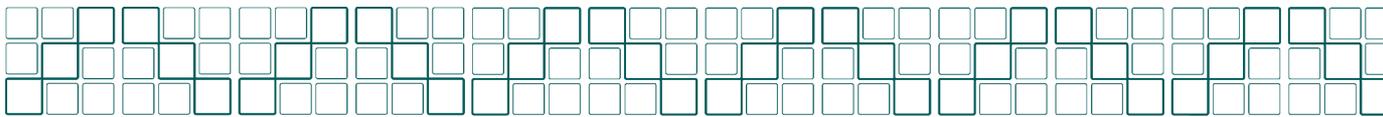
# Checklist to leave

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



# Biggest Advice

- TAKE TIME OFF!!!

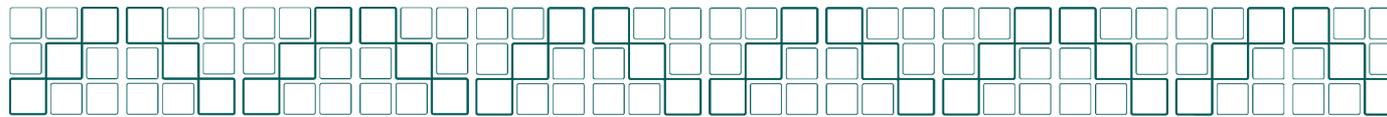


# Prepare for your new job

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

	Enthusiastic beginner	Disillusioned learner	Cautious performer	High Achiever
Competence	Low	Some	Moderate	High
Confidence	High	Low	Variable	High
Needs	Direction	Support	Support	Independence

Adapted from Ken Blanchard, Self Leadership and the One Minute Manager



# NIH OITE Resources For You

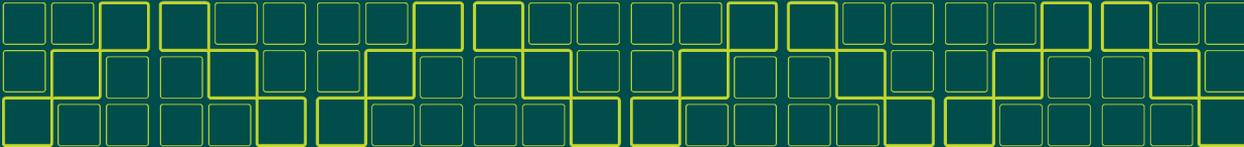
- Watch prior OITE Career Workshops ([www.training.nih.gov](http://www.training.nih.gov))
- Read the OITE Careers blog
- Join the NIH Intramural Science Linked-In group for lots of useful information about NIH and science careers
- Connect with me on Linked-In (no Facebook please)
- Join the Alumni database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

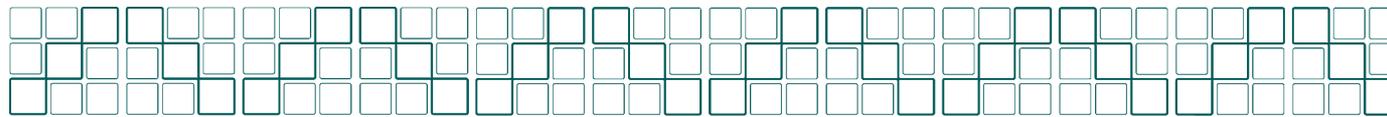
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# Now What?

# Making smart choices for your career

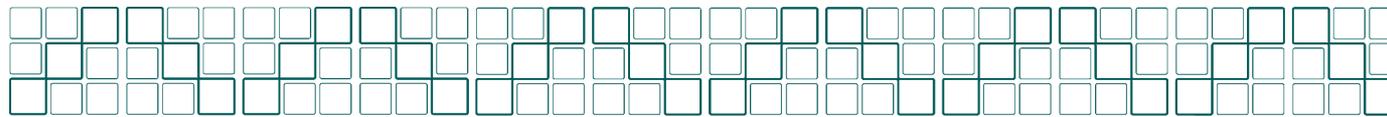
Lori M. Conlan, PhD  
Director, Office of Postdoctoral Services





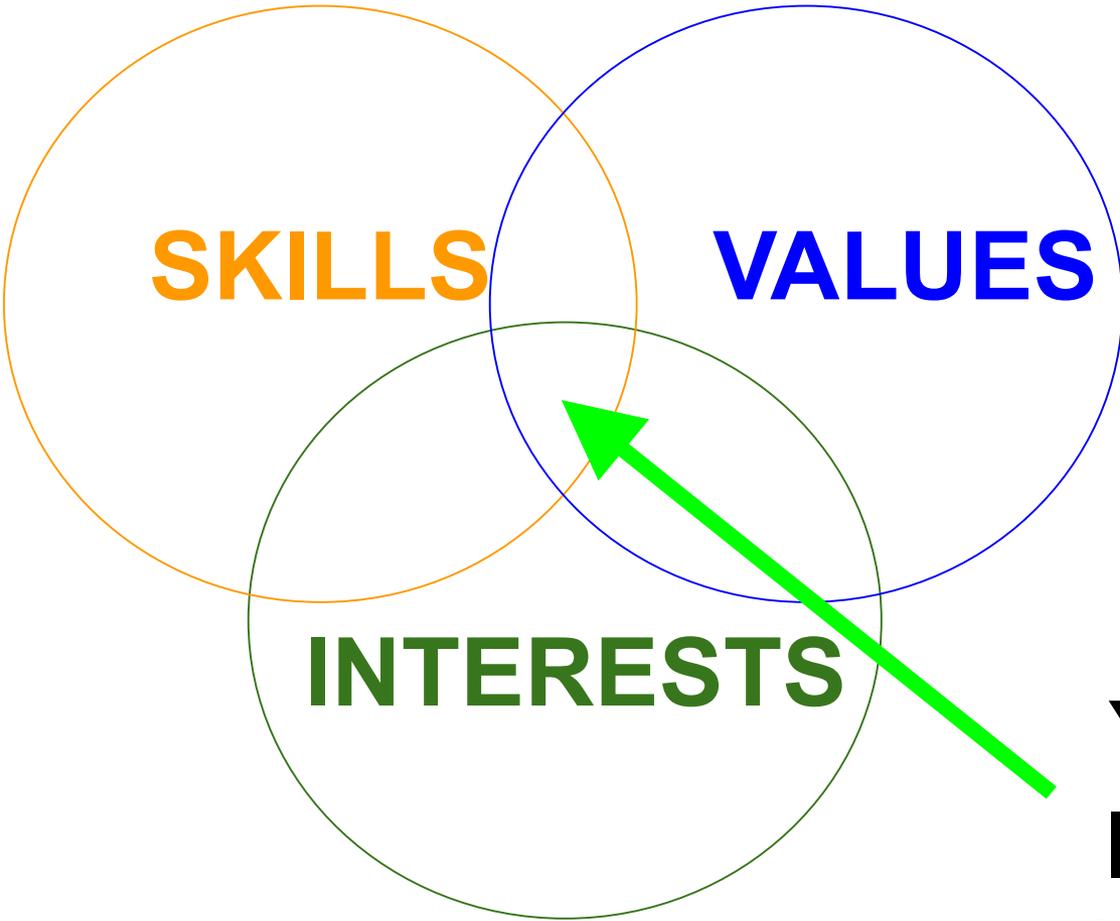
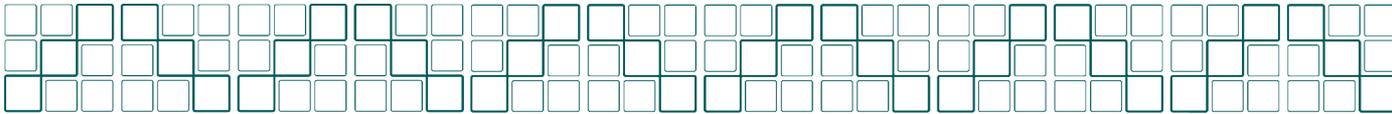
# Career Decision Process



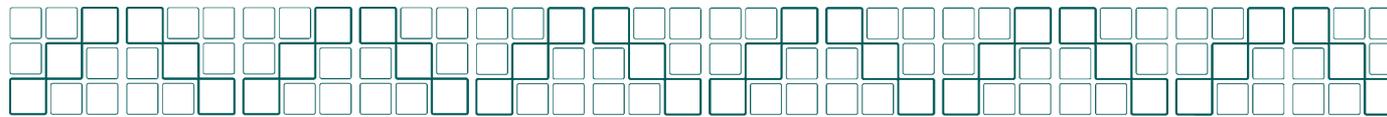


# Making a Plan

- Step #1: Self-Analysis
  - Skills/Values/Interests
  - Strengths & Weaknesses
- Step #2: Research/Career Exploration
- Step #3: Goal Setting
- Step #4: Action Items – Job Search



**Your  
Ideal  
Career**

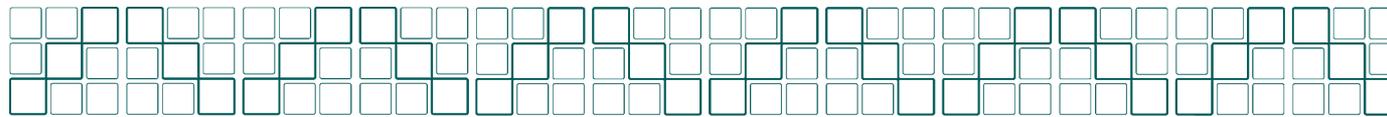


# Your Skills

- Things you do
- Can be learned and enhanced
- 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

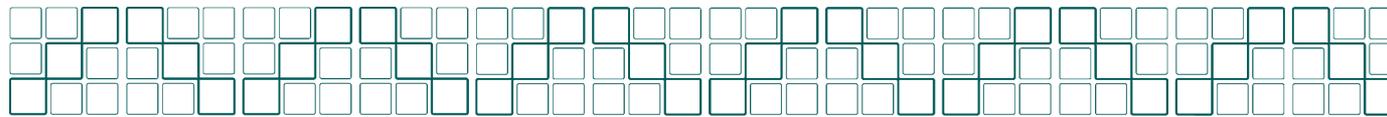
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# Desired Skills by Employers

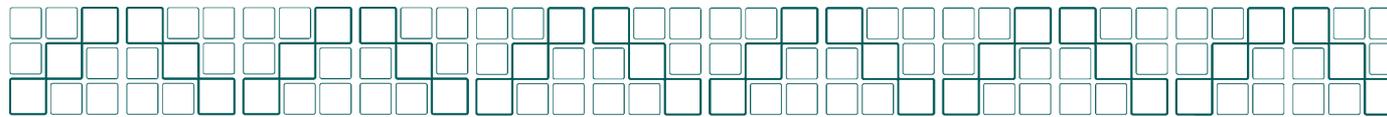
1. Communication
2. Problem solving
3. Team work
4. Self motivation
5. Initiative
6. Logical thinking
7. Ability to work under pressure
8. Time management
9. Work ethic
10. Dependability
11. Adaptability
12. Leadership
13. Organization
14. Self confidence



# Skills → Accomplishments

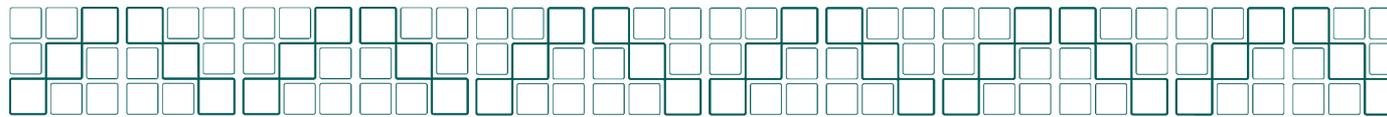
1. Pick a skill from the slide before
2. From your past how would you prove that skill?

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



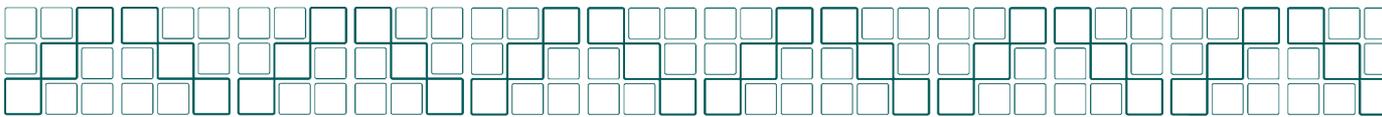
# Your Interests

- 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



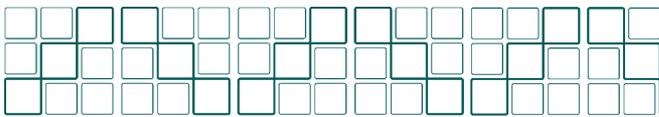
# Interests

What people like to do...

## Involve:

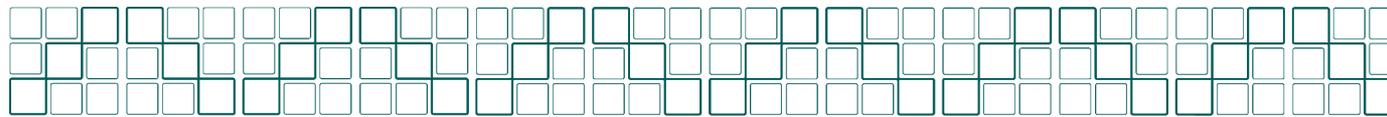
- Data
- Things
- Ideas
- People





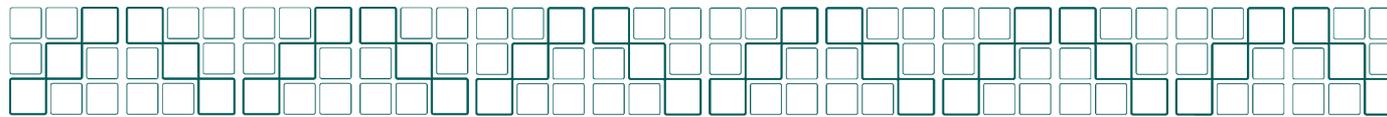
# Science Specific Interests

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



# Self-Analysis: Career Values

## INTRINSIC

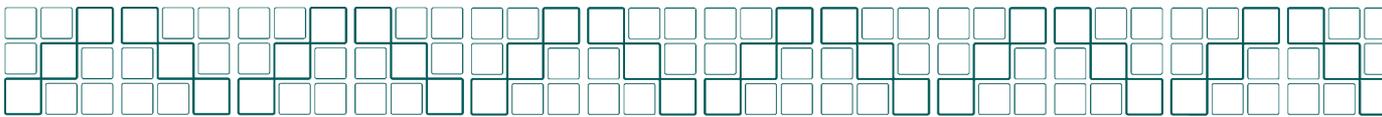
- Be an expert
- Work on frontiers of knowledge
- Help society
- Respected for work
- Influence others

## EXTRINSIC

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

## LIFESTYLE

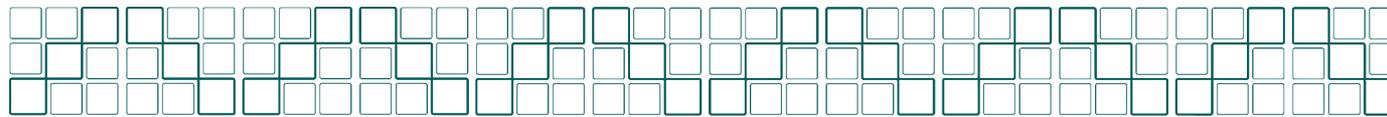
- Good work/life balance
- Living in a big city/small town
- Time to pursue hobbies
- Family/friends nearby
- Active in community



# Values Exercise

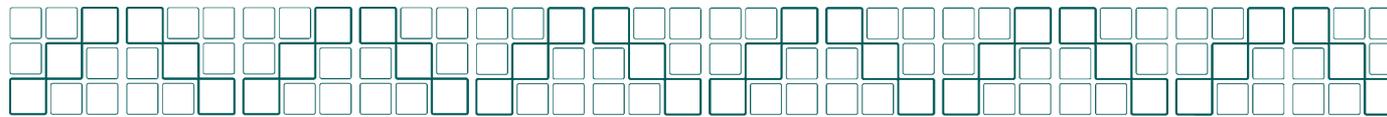
What are your top 3-5 values? Compare with a Neighbor.

ACTIVITY



# There are Big Consequences for Ignoring This Self-Reflection

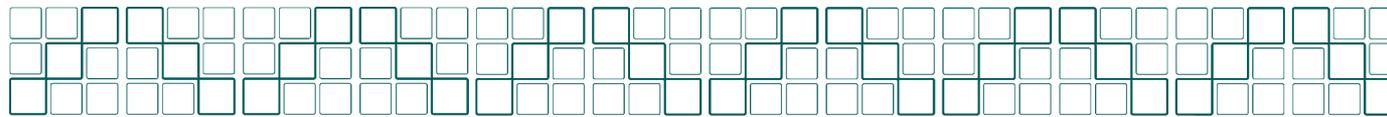
- The 90,000+ hours rule
- You can NOT get this from the web, from reading a book, or by asking others.
- Provides some rationale for exploring some jobs over others, but this is not proscriptive



# The hard part: choosing

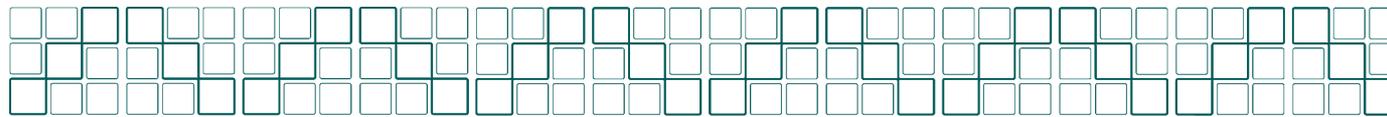


- It feels like you are stepping off a cliff...
  - But you never know unless you let yourself try.



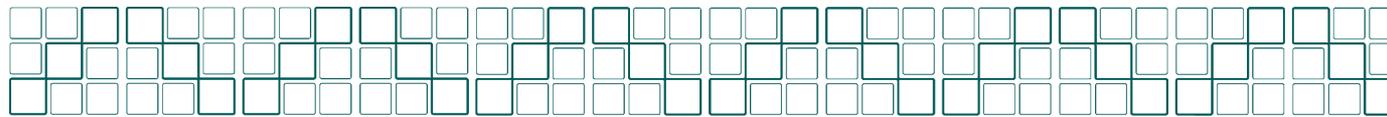
# Matching Careers to You

- Understand there is *lots* of variability within each field
  - For example, Science Writing positions:
    - Technical Writer
    - Communications Director
  - For example, Marketing/Sales positions:
    - Outreach Associate
    - Market Analyst



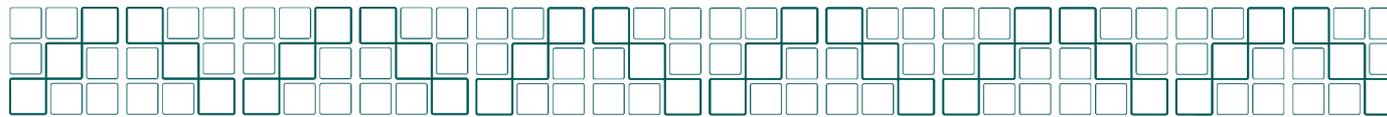
# Gaining Options Knowledge

- 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**



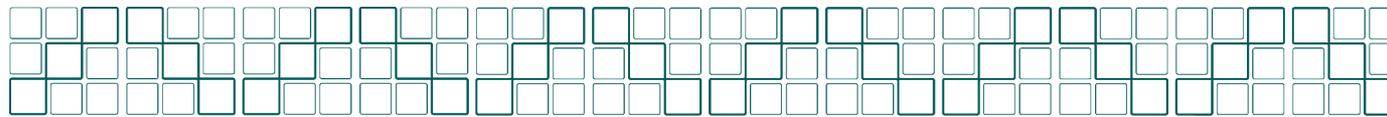
# Informational Interviews

- 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!!



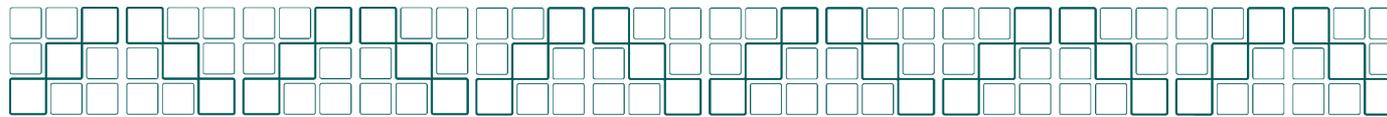
# Four Areas

- 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

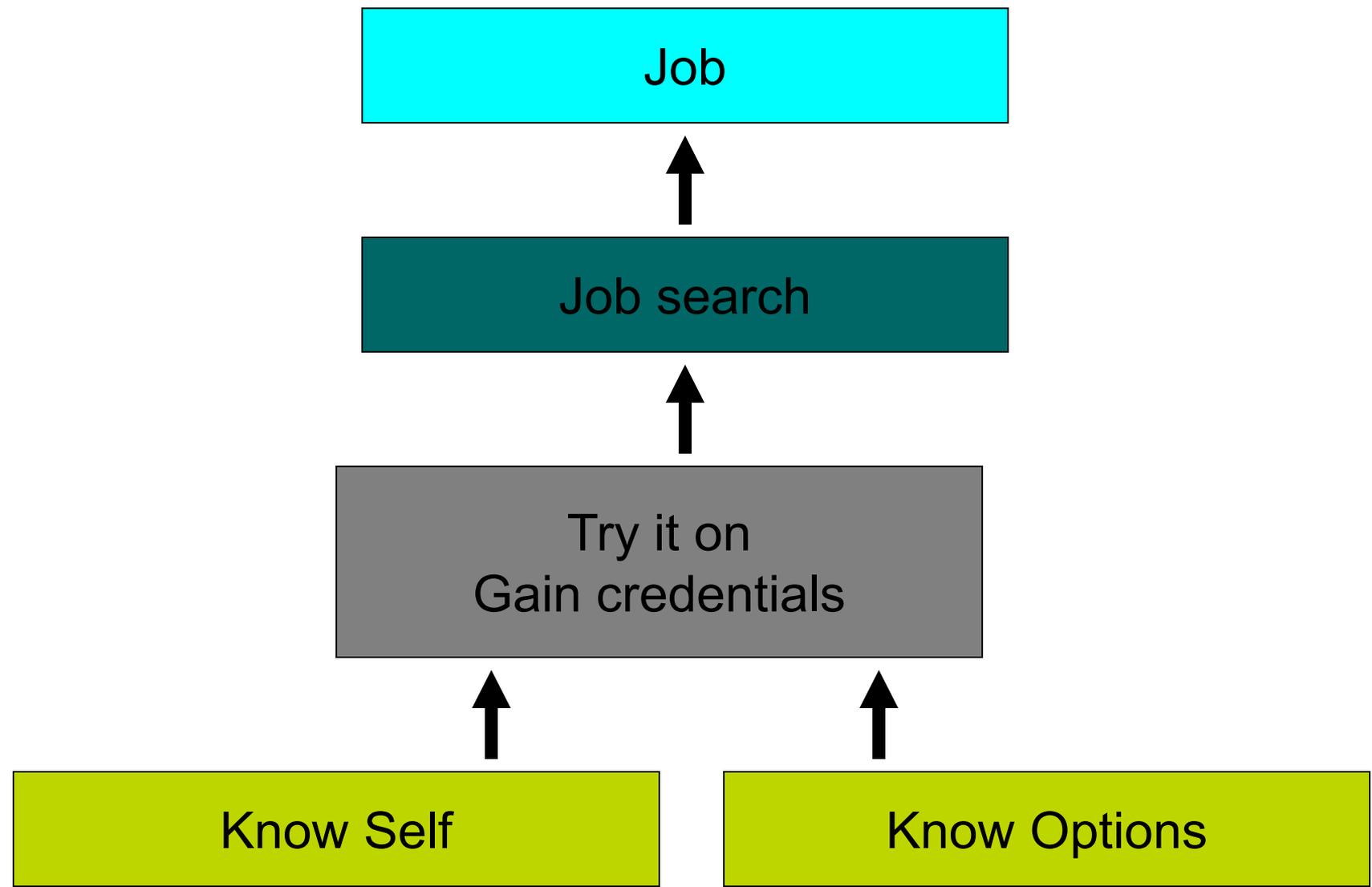


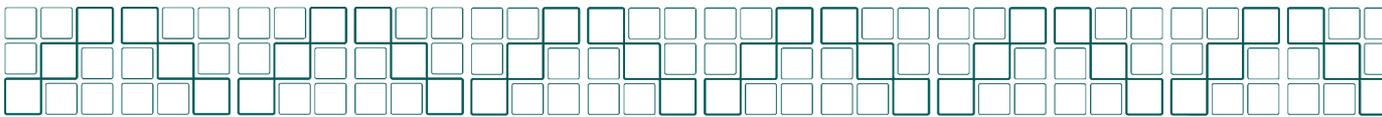
# Goal Setting and Timing

- How much time do you have left?
  - Parse out that time
- Job hunting takes more time than you expect
  - And you still have to do science
- Set manageable goals that you can see successes from
  - No controls in job hunting

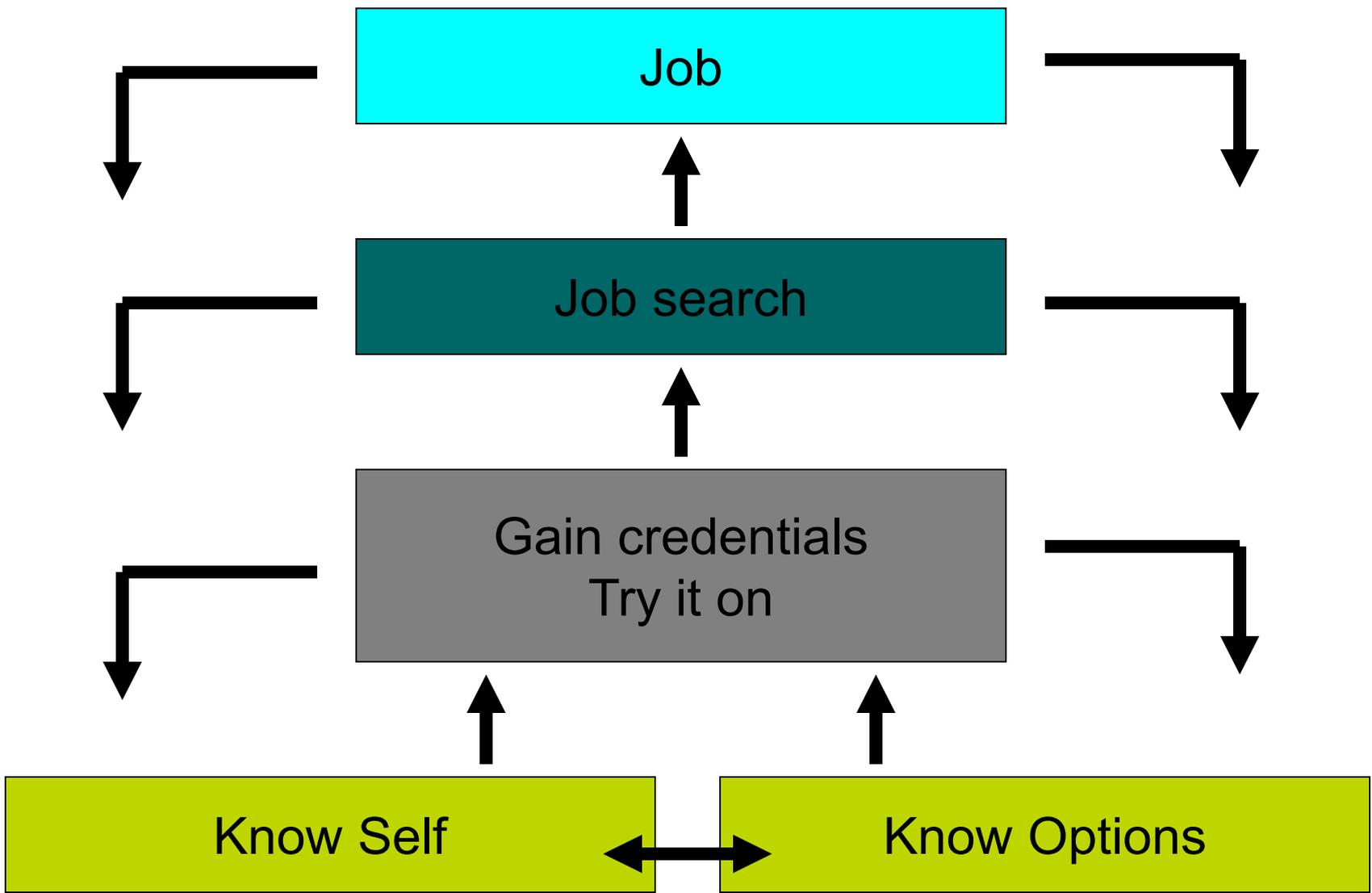


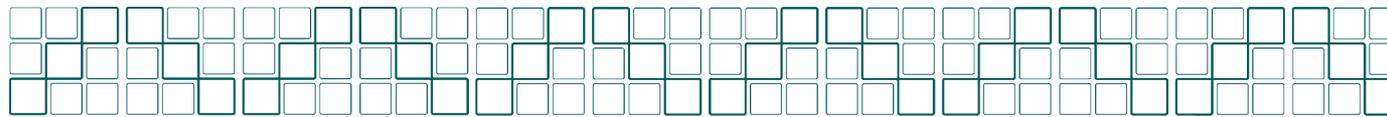
# Elements of Career Planning





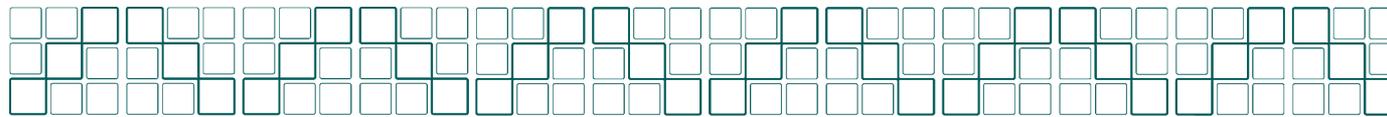
# PROCESS of Career Planning





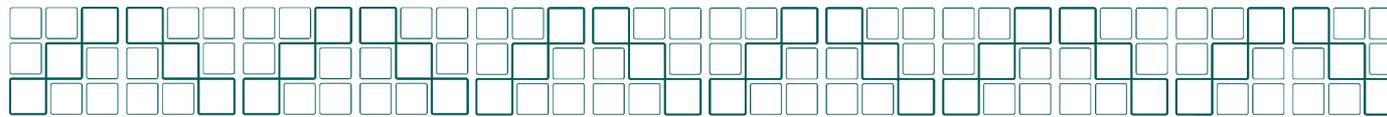
# Keep In Mind

- Career planning and a job search is about transitions and transitions are always difficult:
  - We have to let go
  - We have to deal with a lot of uncertainty
  - We face the discomfort of deeply examining ourselves
  - We face the discomfort of being examined by others
- In addition to managing the job search we have to manage the emotions and doubts that go along with it



# More Resources

- Join our Listserv to get info while you are not at the NIH
  - Go to [www.training.nih.gov](http://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](mailto:conlanlo@mail.nih.gov)



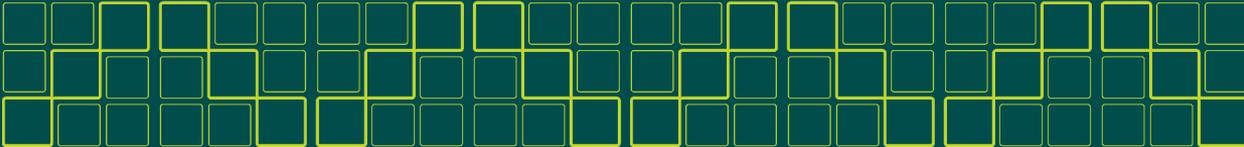
# My Career Path

- 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?

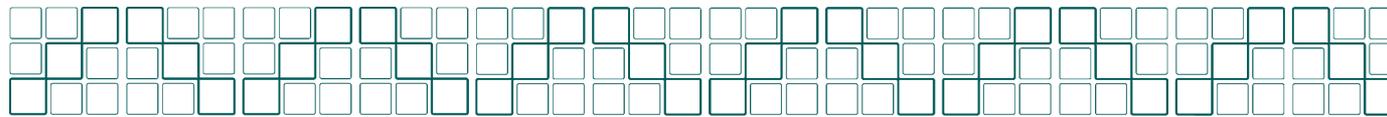
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# Finding the right Postdoc Experience

Philip Y. Wang, Ph.D.  
Director, NIH Graduate Partnerships Program  
[wangph@mail.nih.gov](mailto:wangph@mail.nih.gov)

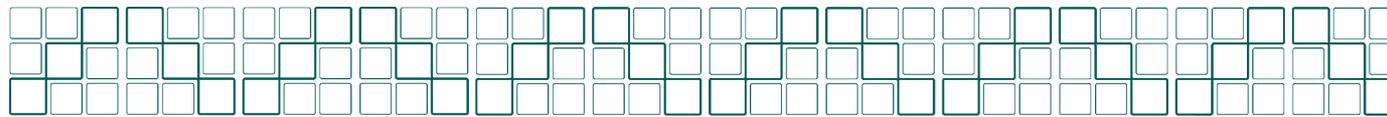


NATIONAL INSTITUTES OF HEALTH



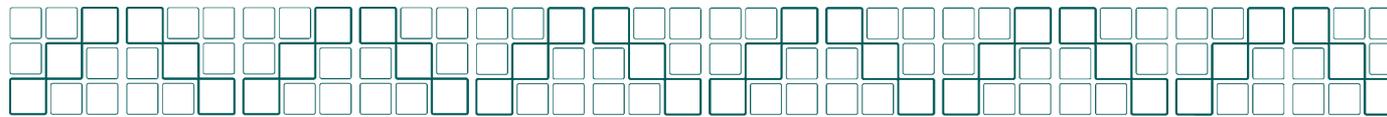
# How does being a postdoc differ from being in grad school?

- 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...*



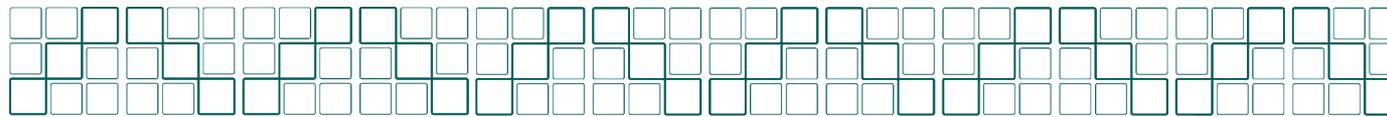
# What to look for in a postdoc opportunity

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



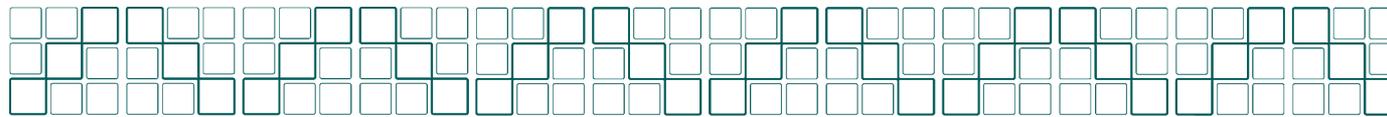
# Finding the right advisor

- 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



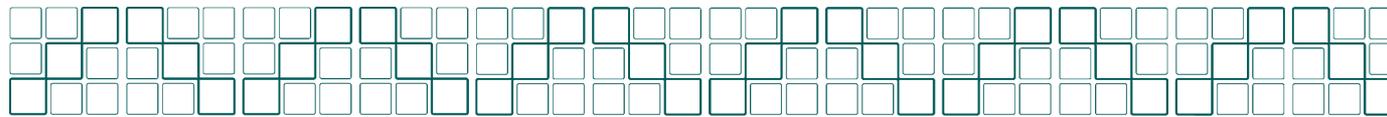
# What does an advisor expect from you?

- 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



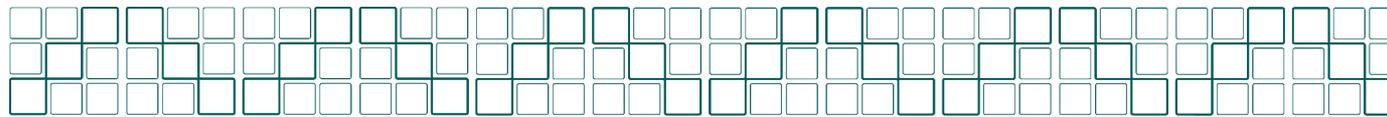
# The Research Group/Labmates

- 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?



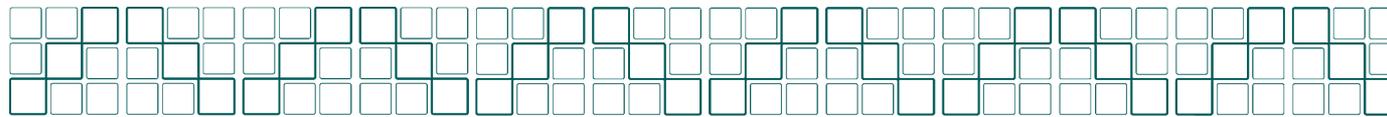
# What to look for in an institution

- Postdoc office or association
- Standard pay scale
- Benefits
- Good facilities
- An environment for networking, seeking additional mentors



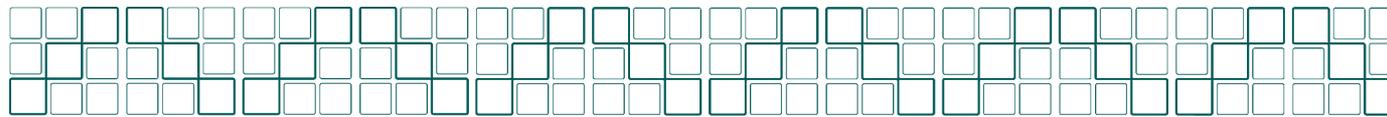
# Location, location, location

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



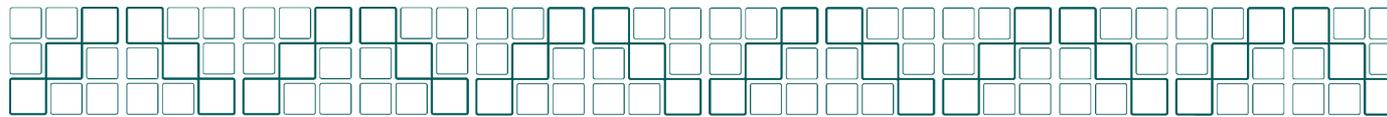
# How do I find a postdoc lab?

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



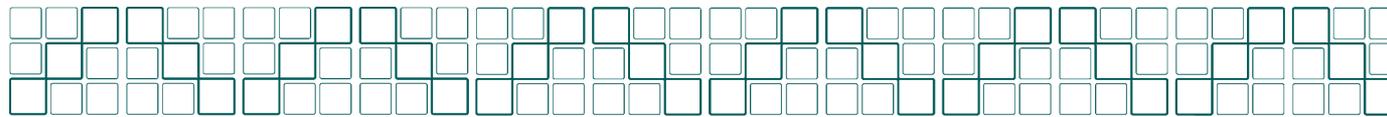
# Other items to consider

- 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

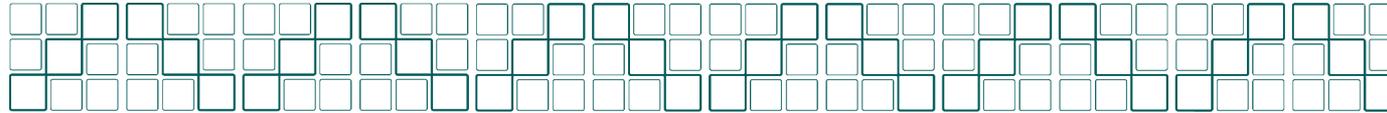
- It's never too early to network and set the foundation for working with someone
- For a grad student, serious inquiries/applying 6-12 months ahead of your defense is appropriate
- What materials are involved in a typical postdoc application?
  - Curriculum vitae
  - Personal statement of research interests (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/>**



# 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



# NIH Stadtman Faculty Search-2019

**Roland A. Owens, Ph.D.**

**Director of Research Workforce Development  
Office of Intramural Research, OD**

**E-mail: [owensrol@mail.nih.gov](mailto:owensrol@mail.nih.gov)**



**Intramural Research Program**  
*Our Research Changes Lives*

**one program  
many people  
infinite possibilities**



# 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 20-30 T-T hires per year across NIH  
<https://oir.nih.gov/sourcebook/tenure-nih-intramural-research-program/tenure-track-overview>

# NIH Intramural Around the Country

- Rockville, Gaithersburg, Frederick and Baltimore, MD (NCI, NIA, NIAAA, NIAID, NIDA)
- Research Triangle Park (Raleigh/Durham), NC (NIEHS)
- Hamilton, MT (NIAID)
- Phoenix, AZ (NIDDK)
- Framingham, Mass. (NHLBI)
- Detroit, MI (NICHD)

<http://irp.nih.gov/our-research/our-programs/text>

# 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 doctoral-level 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 2019-2020 Timeline - Part 1

- **August 1, 2019** - Application website opens
- **August/September** - Web advertisements, e-mails and flyers
- **September 30, 2019** - Application closing date

# Proposed 2019-2020 Timeline - Part 2

- Applications include:
  - CV (with mentoring/outreach activities, esp. with underrepresented groups)
  - Three-page proposal titled “Research Goals”
  - **Two**-page statement titled “Long-term Research Vision and Impact” (**including a formal statement on mentoring philosophy and commitment to diversity and inclusion**)
  - Three letters of recommendation
- Applicants select up to **two** areas for evaluation
- Letters accepted until **October 7, 2019**
- All components in PDF format to allow automated merging into a single PDF document

# 2018 Subject Areas and Applicant #s.

Category*	App#	Category	App#
Biomedical Engineering/ Biophysics/Physics	65	Microbiology/Infectious diseases (non-viral)	55
		Molecular and Cellular Neuroscience	87
Cancer Biology	86	Molecular Biology/Biochemistry	94
Cell Biology/Cell Signaling	109	Molecular Pharmacology/Toxicology	30
Chemistry/Chemical Biology	42	Neurodevelopment	21
Chromosome Biology/ Epigenetics/Transcription	60	Physiology and Systems Biology	41
		RNA Biology	59
Computational Biology/ Bioinformatics/Biostatistics/ Mathematics	53	Social and Behavioral Sciences	21
Developmental Biology	49	Stem Cells/Induced Pluripotent Stem Cells	18
Epidemiology/Population Sciences	27	Structural Biology	49
Genetics/Genomics	62	Synapses and Circuits	51
Health Disparities	21	Systems and Cognitive Neuroscience	48
Immunology	65	Virology	25

# Proposed 2019-2020 Timeline - Part 3

- **October 2019** – Committees identify top 25% in each category for consideration by SDs
- **November 2019** – Interviews begin
  - SDs select candidates to invite for IC-based interviews from top 25%
- Nominating Stadtman subcommittees invited to attend public seminars (public seminars required)
- Vetted applicants eligible for appointment for up to two years
- Each applicant will receive at least one status update by April of 2020 (e.g. eligible or not eligible for interview)

# Most ICs Have Hired Earl Stadtman Investigators

**NCCIH**

**NCI/CCR, NCI/DCEG**

**NEI**

**NHGRI**

**NHLBI**

**NIA**

**NIAID, NIAID/VRC**

**NIAMS**

**NIBIB**

**NICHD, NICHD/DIPHR**

**NIDA**

**NIDCR**

**NIDDK**

**NIEHS**

**NIMHD**

**NINDS**

**NLM/NCBI**

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

<b>Hired from Same IC</b>	<b>24 (31.6%)</b>
<b>Hired from different IC</b>	<b>11 (14.5%)</b>
<b>Hired from Outside NIH</b>	<b>41 (53.9%)</b>

# 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 biomedical problem.

# Less Tangible Factors Considered Include

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

# Letters of Recommendation

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

# An Ideal Letter Says

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

# Thinking on Your Feet (Surviving a Chalk Talk)

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

# Reasons to Re-apply

- Your CV has improved
- You have updated your research plan/vision statement
- Your letter writers thought of new nice things to say about you
- Each year there are some new committee members
- Two new Scientific Directors this year (NLM, NINDS)
- Applicants should also apply to other advertised positions

# The NIH Distinguished Scholars Program



<https://diversity.nih.gov/programs-partnerships/dsp>

# NIH Distinguished Scholars Program

- Funded by contributions to the NIH Office of Intramural Research (OIR) Innovation Fund (with each IC contributing in proportion to the size of its IRP)
- Goals:
  - To stimulate institutional transformation by recruiting a substantial number of PIs with a demonstrated commitment to diversity and inclusion
  - Build a self-reinforcing community of PIs committed to diversity and inclusion
  - Provide professional development, building an NIH community, and a culture that values mentoring and inclusion. The cohort will have professional development and regular mentoring sessions

# Minimum Inclusion Criteria

- Must be selected through an approved search for a PI (Tenure-Track Investigator strongly preferred)
- Must have a strong commitment to mentoring and promoting diversity/inclusion of underrepresented groups in the biomedical research workforce
- A demonstrable track record of diversity/inclusion activities is strongly preferred, examples include
  - Mentor or co-mentor for persons from underrepresented groups
  - Outreach activities such as career days or science fairs at inner city or rural schools
  - Outreach or mentoring in programs designed to promote diversity

# Additional Details

- Incentives provided from a pooled central fund for start-up support
- We plan to have at least three waves of hires (10-15 persons each) in FY2018 (already selected 13), FY2019 and FY2020
- Applicants for PI positions are instructed to include in their CVs a description of their mentoring and outreach activities, especially those involving women and persons from racial/ethnic or other groups that are underrepresented in biomedical research

# Benefits of Having Non-Minority Participants in a Diversity Program

- Non-minority advocates are an essential element of sustainable culture change
- Increases diversity and its associated benefits for the program
- Provides an internal control group for “closing the gap” outcomes measures
- Ensures compliance with laws and policies



## Questions?

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



**Intramural Research Program**  
*Our Research Changes Lives*

one program  
many people  
infinite possibilities





## Supplemental Slides Follow



**Intramural Research Program**  
*Our Research Changes Lives*

**one program  
many people  
infinite possibilities**



**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

7 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
- Virology

**Disciplines Represented:**

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

## 2015

(Seventh Year)

521 Applicants

60 Interviewed

15 Hired

### **Disciplines Represented :**

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

## 2016

(Eighth Year)

567

59 Interviewed

11 Hired

### **Disciplines Represented:**

Cancer Biology  
Cell Biology  
Developmental Biology  
Epidemiology  
Genetics  
Immunology  
Microbiology/Infectious Diseases  
Molecular Biology/Biochemistry  
Physiology/Systems Biology  
Stem Cells  
Virology

## 2017

(Ninth Year)

491 Applicants

52 Interviewed

17 Hired\*

### **Disciplines Represented:**

Biomedical Engineering  
Biophysics/Physics  
Chromosome Biology/Epigenetics  
Developmental Biology  
Epidemiology  
Genetics  
Physiology/Systems Biology

**2018**

**(Tenth Year)**

**641 Applicants**

**78 Interviewed**

**5 approved offers\***

**Disciplines Represented :**

Cancer Biology

Computational Biology

Molecular and Cellular Neuroscience

Molecular Biology/Biochemistry

Physiology/Systems Biology

RNA Biology

Structural Biology

Synapses and Circuits

Neuroscience  
Structural Biology  
Systems Biology  
Virology