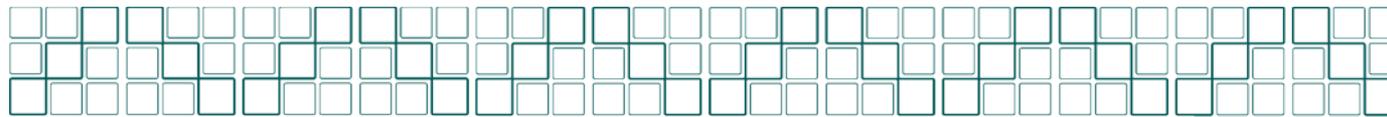

Finding ways to enhance your resume while at NIH

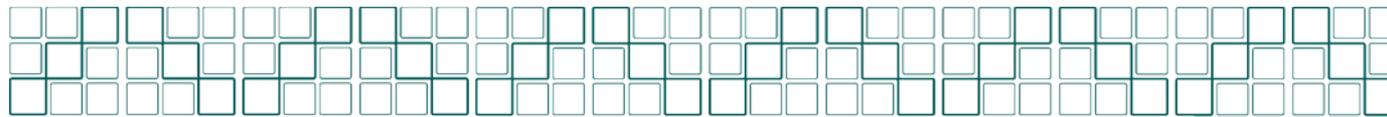
Lori Conlan, PhD
Director Office of Postdoc Services
OITE/NIH





Why find the time for such activities?

- Improve your CV/resume
- Learn invaluable skills for your future career
- Step out of your comfort zone to try something new
- Network
- Gain references/letters of recommendation
- Have fun



Setting priorities:

- Research is your #1 priority as a postdoc or grad student!

- Learn skills that can help you stand out in the crowd
 - Event/Program Management Skills
 - Writing skills
 - Public speaking skills
 - Networking
 - Working as part of a team
 - Serving as a leader
 - Teaching experience

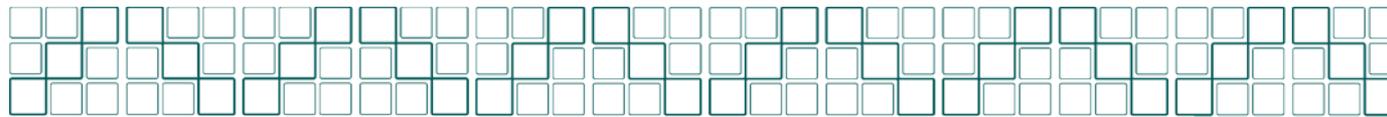


Types of activities and relative time commitments

Annual events

- Committee member/chair of an annual event:
 - 3-6 months ahead of event, monthly meetings
 - 2-3 months ahead, meetings twice a month
 - 1-2 months ahead, weekly meetings, material preparations
 - **Additional thoughts/planning may occur on occasion**

- Examples:
 - Graduate Student Research Symposium (grads)
 - Career Symposium (postdocs and grads)
 - IC or GPP Retreat Committees (postdocs and grads)



Types of activities and relative time commitments

Regular events

- Committee member/chair of a regularly occurring event
 - Organize an event once a month, variable
 - Decide on a venue, make the plan/reservation
 - Send out emails/advertisements
 - **Many of these responsibilities can be done on your own schedule/time**

- Examples (general list above varies for each committee):
 - FelCom or GSC Social Committee (or analogous fellow's senate)
 - Scientific interest groups and seminar series
 - Community service committees

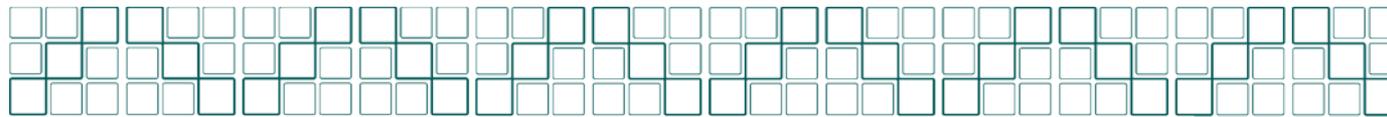


Types of activities and relative time commitments

Single/individual commitments

- Volunteer for a writing job, examples:
 - Summarizing sessions for the career symposium
 - Contributing a piece for the NIH Catalyst, NIH Record or Graduate Student Chronicles (or your institution's publications)

- Participating in student panels, speakers at events
- Lecturer of a course (FAES course)*
- Participating in community service event
- Attending/organizing lunches for speakers
- NIH FARE judge (abstract judging on your own time)
- Poster judging for various events
- Mentoring postbacs and interns on techniques

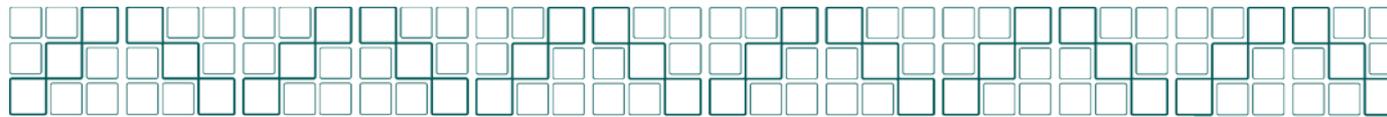


Types of activities and relative time commitments

Teaching

- The time commitment involved in teaching may vary dramatically.

- Some examples of opportunities:
 - Serve as a guest lecturer for an FAES course
 - Attend OITE teaching workshops
 - Investigate OITE-sponsored teaching opportunities
 - Community outreach/teaching opportunities, National Lab Network
 - Private tutoring
 - Teaching evening classes at a local community college

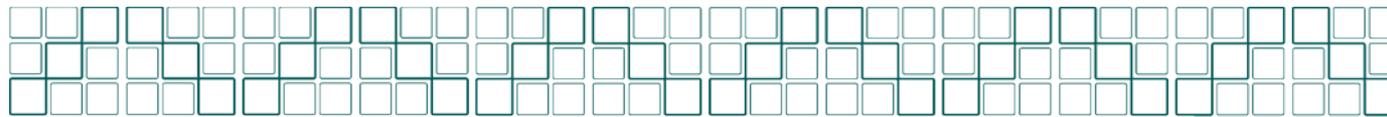


Types of activities and relative time commitments

Representative/Leadership positions

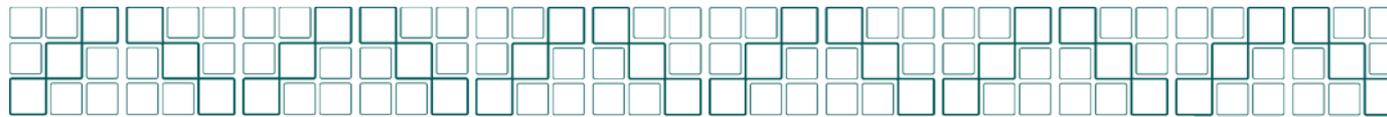
- The time commitment involved also varies widely. Be careful to pursue these in the proper point in your career.

- Examples:
 - Executive committee positions (co-chair of group/council or of subcommittee)
 - Advisory committee representative
 - GPP/FelCom Liaison



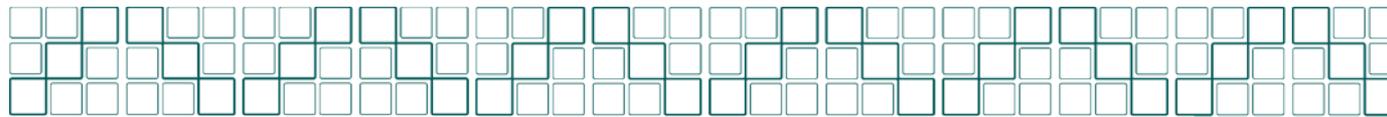
Take the initiative to come up with an idea and start something NEW!

- Start a new interest group, journal club, or subcommittee. Science Policy Discussion Group, Global Health Group, Consulting Group, etc.
- Inquire about making improvements or modifications to an existing policy.
- Take the initiative make a contribution, and make a difference.



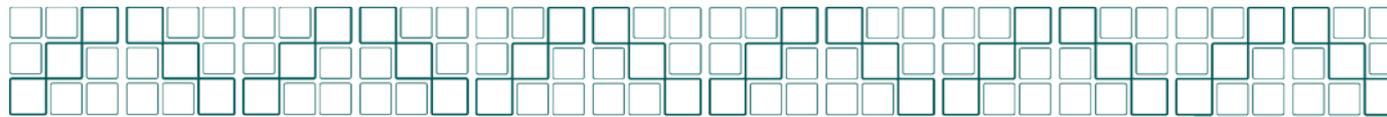
Finding time

- One hour out of a week to sit down with a committee (annual events)
- Or a few hours out of the month to plan and attend a social event, much of which is on your schedule (regular events)
- Research is your top priority, but it's not your only priority
 - Taking care of yourself, exploring careers, finding time for activities...
 - Finding time for completely personal activities is critical for a successful and happy scientific experience



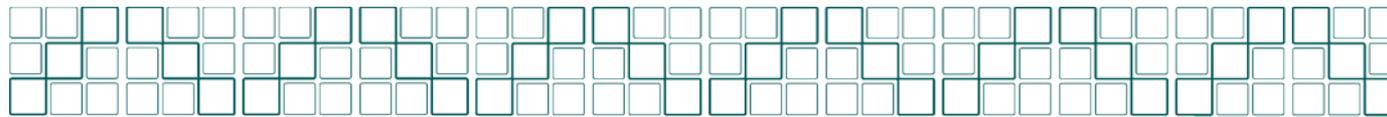
Research progress has ups and down...

- Being involved in activities can be therapeutic in many ways, work hard and the experience is always a success!
- If something comes up, it's understandable, miss a meeting, make up for it over email
 - Communication with the committee is key to being professional, everybody will always understand as long as you give enough warning
- If things are just too busy/something comes up, then step away in a professional manner and people will understand
 - Warning: If you do a job poorly or neglect commitments, it can obviously damage your reputation



Tips to communicate with a mentor who isn't overly excited about such activities...

- Start with an event that doesn't take up much time
- Explain to them how these activities can be important for your future career path and show how small the time commitment really is for some of these (5% of a 40*** hour work week is 2 hours)
- Show through experience that these activities are not interfering with you ability to get new data or proceed with your research
- Speak with me or someone in the office for advice...



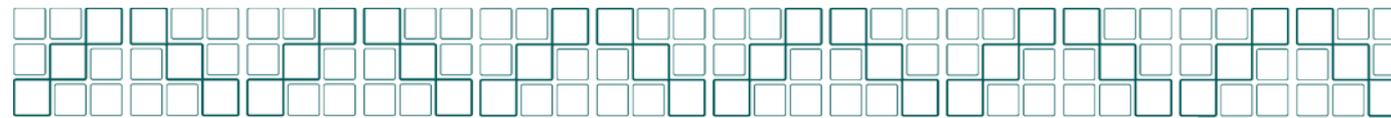
More resources

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

Networking

Lori Conlan, PhD
Director Office of Postdoc Services
OITE/NIH

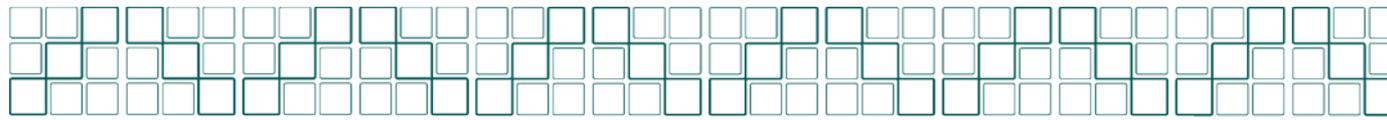




Types of Networking

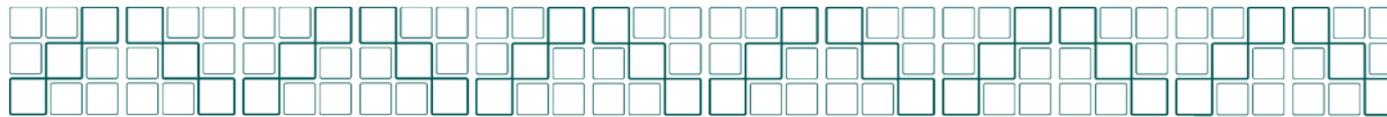
- There are two forms of networking:
 - Passive
 - Active

- Not every relationship is going to be the same
 - Big deals: require an investment of time and energy
 - Small deals: may be more of the internet based connections, people in passing



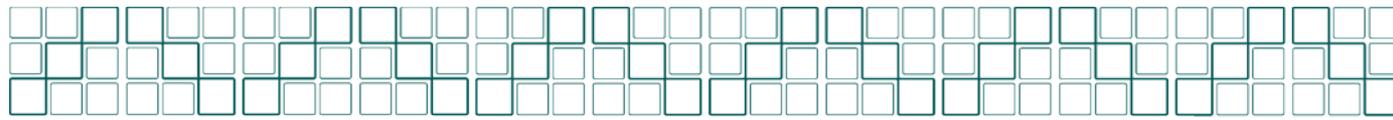
Developing a Networking Map





Have a conversation

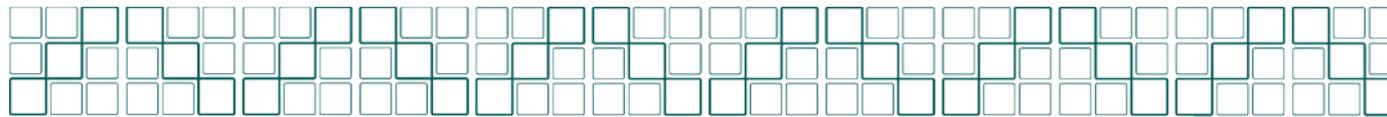
- Elevator Speech
 - Who you are, where you work, what you do, what you are looking for
- Open ended questions
- Have talking points ready
 - Recent events, weather, current science headlines, etc.
- Have a purpose, informational interviews



Informational Interviews

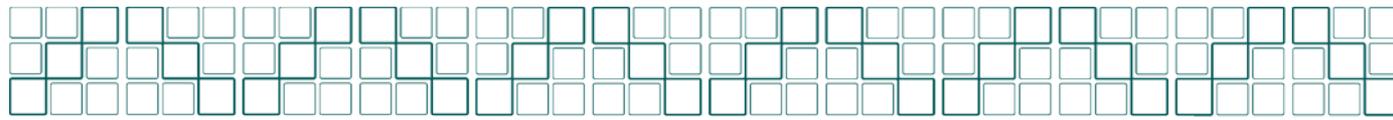
- Allows insider information
- Help prepare strong application
- A good way to find a career path or get info on a current job opening

- Are not a way to ask for a job!!



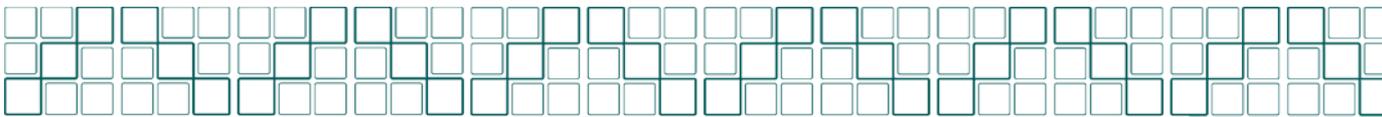
Info Interviews: Four Goals

- 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



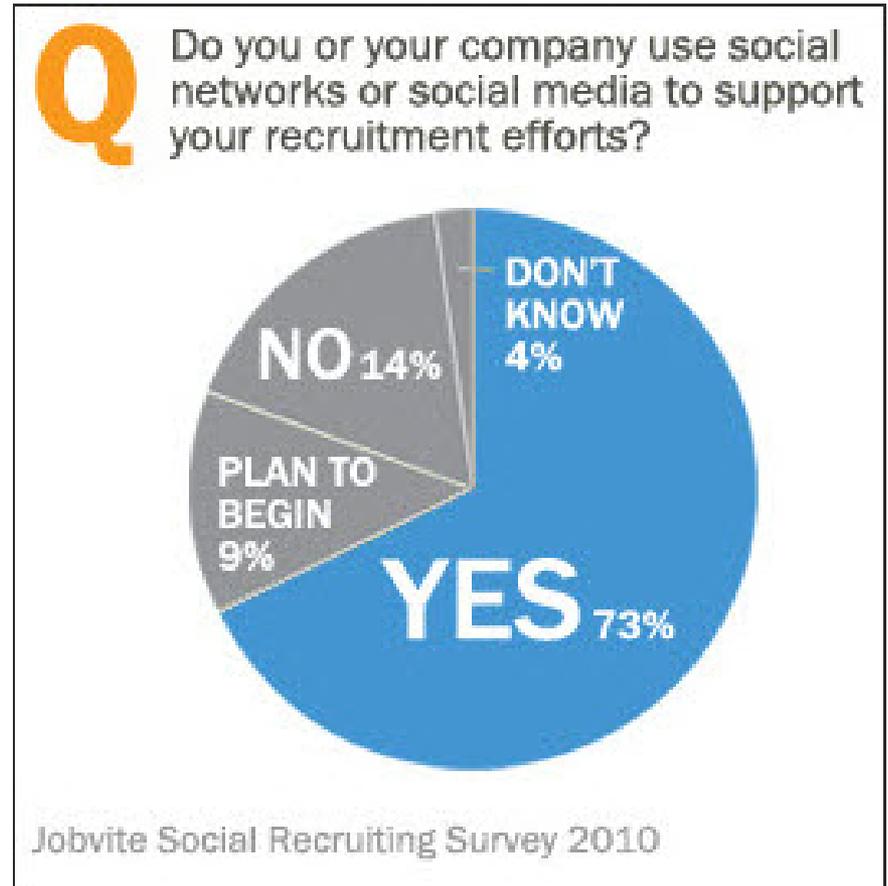
Keeping up the conversation

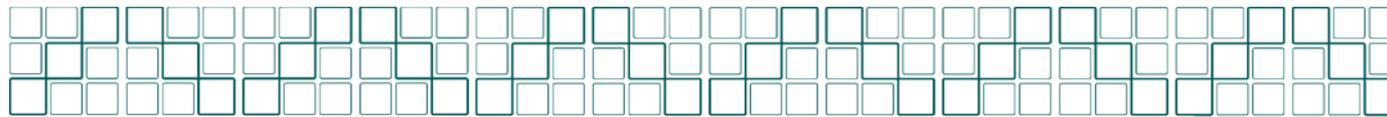
- *For those big deal relationships—ones that really matter*
- Organize contacts
- Email a personal note (ASAP!)
 - Include what you discussed
- Foster the relationship
 - Article of interest
 - Watch pubmed
 - A general hello is fine



Social Media Tools

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

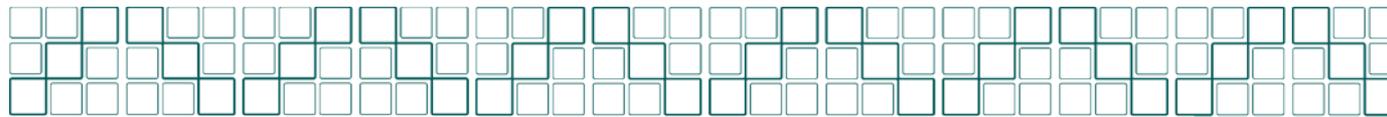




What should a linkedin profile look like?

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

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



Profiles: the summary

Kristin's Profile summary:

LinkedIn will allow 2,000 characters (spaces included)

Make smart use of white space

Complete a specialties list, these are like keywords

Summary [Edit](#)

I am a 4th year postdoctoral fellow at the NIH/National Cancer Institute. I have a keen interest in program administration and grant management for the following reasons:

1. Use my scientific background to help guide future research efforts in fighting disease
2. Offers opportunities to work with researchers, doctors, administrators and the general community toward a common goal of improving human health
3. Involves personal interaction and communication

Administrative Experience:

1. NCI CCR Fellows and Young Investigators (FYI), Chair
 - Manage a diverse group of 30+ motivated NCI Fellows
 - Distribute action items from agendas discussed during monthly meetings
2. 12th Annual NCI CCR FYI Colloquium, Co-Chair
 - Planned and coordinated a retreat for 300+ fellows
 - Recruited distinguished keynote presenters
 - Developed informative and engaging workshops that benefits the diverse NCI Fellow population
3. Outreach Committee, Founder and Chair
 - Developing workshops and activities to promote NCI Fellow interaction and enhance career-building skills
 - Promoting community outreach by providing volunteering opportunities from non-profit organizations

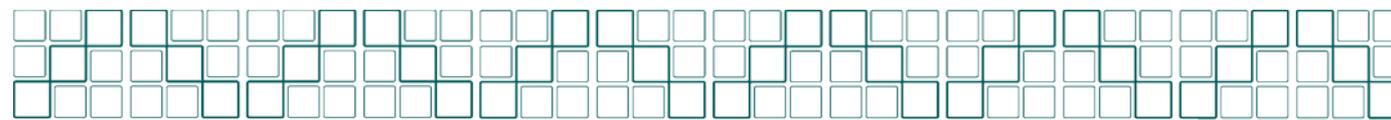
My scientific research interests and experience include:

- Radiation biology and radiation mitigators...evaluating drugs and natural compounds that could have clinical relevance
- Nutrition and the gut microflora
- Antioxidants and oxidative stress
- DNA repair

I acquired diversity in my scientific training during my time as a graduate student and postdoctoral fellow. In addition to work at the lab bench, I have engaged in additional career development such as creating an educational NIH Training LinkedIn seminar. I also am involved in several non-profit organizations.

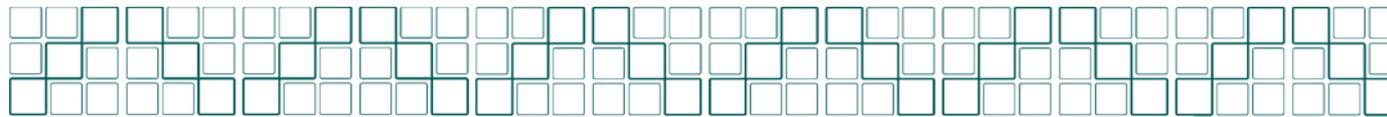
Specialties:

Strong communication, team building, leadership and management, diplomacy, negotiating, problem solving, budgeting, time management and broad scientific background



Challenge

- Contact one person from your network to conduct an informational interview with.
 - Dear Dr. X,
 - I am currently a ZYY at XX. I was hoping to get a little more information about how you navigated into your career. Do you have 15 minutes to spare for a telephone call?
 - Thanks in advance,



References:

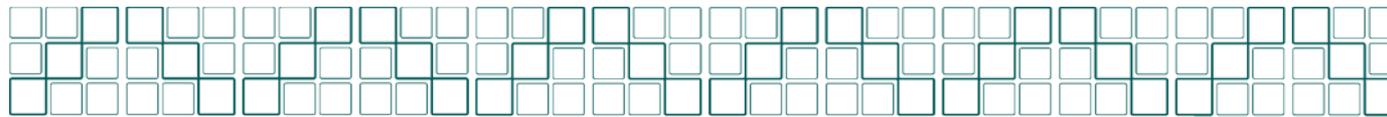
Never Eat Alone, Ferrazzi

Make your Contacts Count, Baber and Waymond

Power Networking, Fisher and Vilas

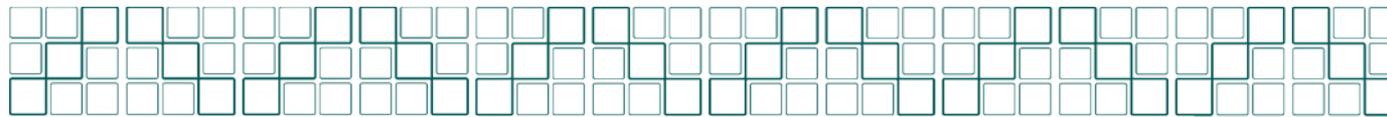
Networking for People Who Hate Networking: A Field Guide for Introverts, the Overwhelmed, and the Underconnected ,[Devora Zack](#)

The Riley Guide



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 and join the Twitter group @NIH_OITE
- Join the OITE NIH Training Alumni database if you are/were a student or fellow here
- Email me at conlanlo@mail.nih.gov



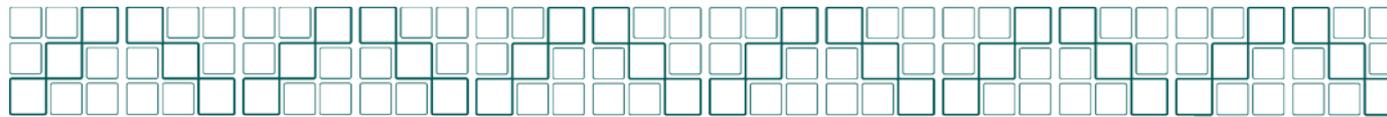
Networking at conferences

- Big meetings vs small meetings
- Food line
- Set up meetings ahead of time
- Find 5 people you **HAVE** to talk to
 - Here focus on who could help your career

Resumes and cover letters:

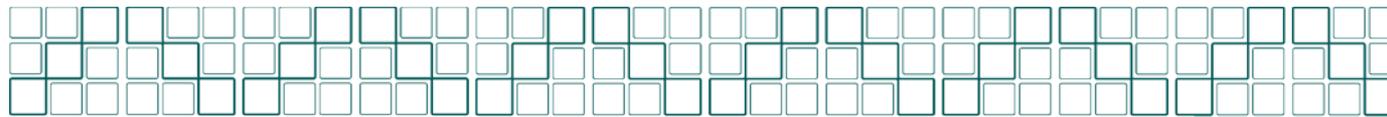
top tips

Lori Conlan, PhD
Director OPS



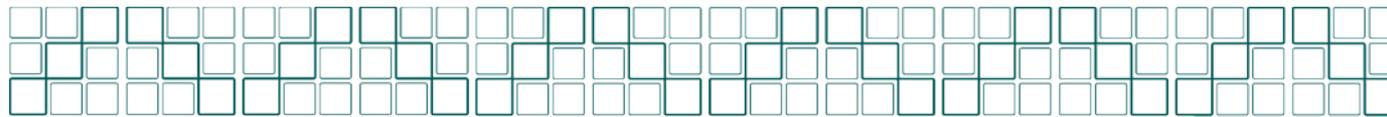
What is a Résumé?

- 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.



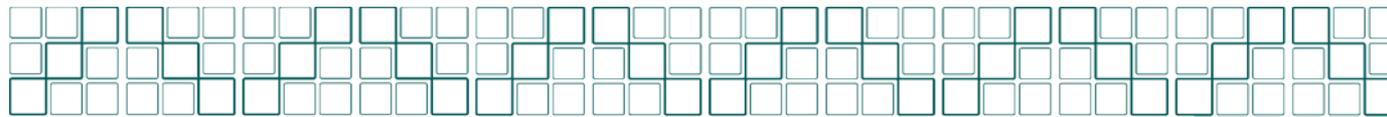
Components

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



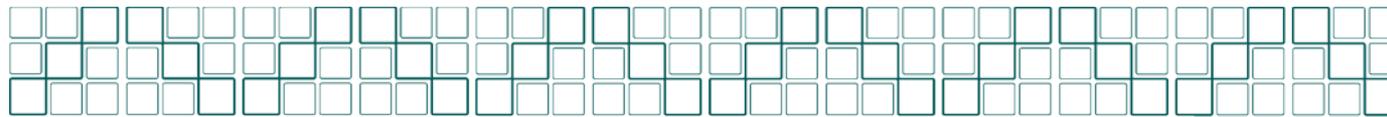
Summary/Objective Statement

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



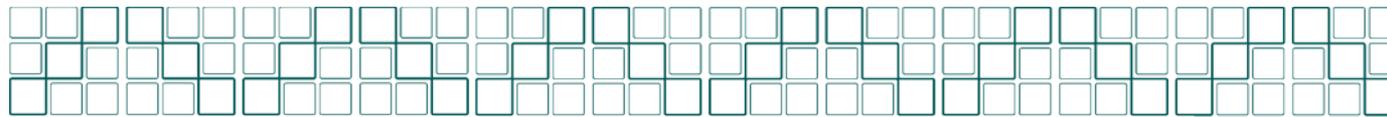
Skills and Techniques

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



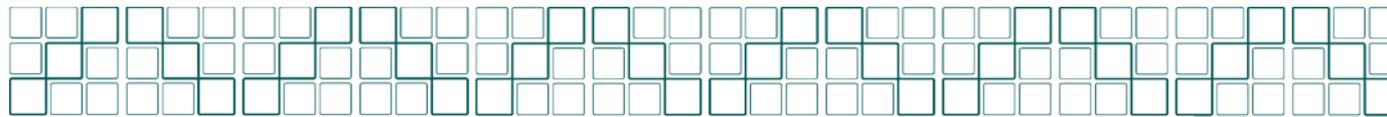
Communication Skills

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



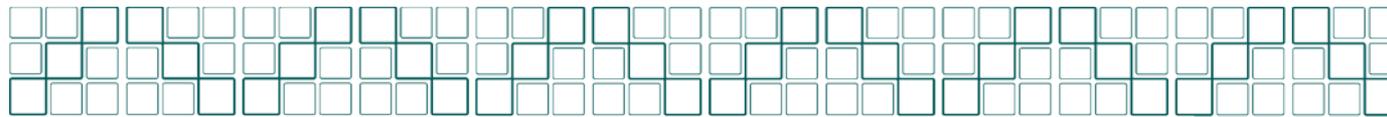
Translating Your Research Skills

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



Questions to ask yourself

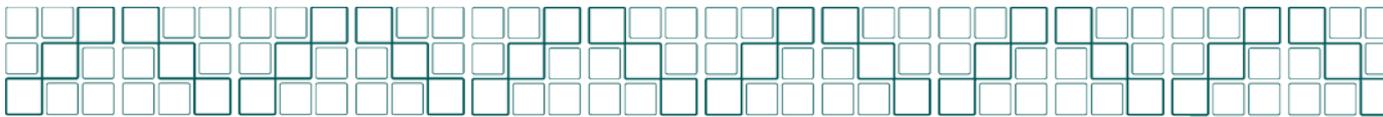
- What were my job responsibilities?
- What were my major accomplishments?
- What skills did I develop?
- What decisions did I make?
- How did I work with and motivate people?
- How can I quantify my results?
- How did I communicate in my job?
- Did I assume a leadership position?
- How did I make a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



Cover letters

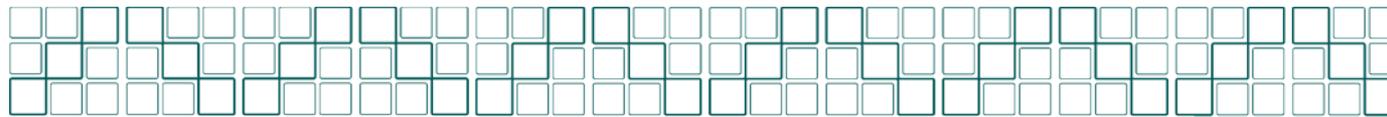
- First Paragraph-
 - How you found the job
 - Basic info on yourself
- Second:
 - Why you are interested in position/employer
 - Why the employer does good work (homework)
 - How you best fit the position
- Third:
 - Interesting in interviewing
 - Follow-up
 - Thanks them for their consideration

- Homework on the To:
 - Note degree



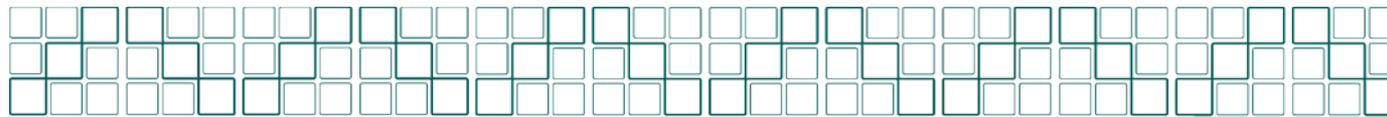
■ Dear **Hiring Manager,**

- I saw your ad for a Product Manager/Developer: RNA Enzymes/PURE - 6071RG on the New England Biolabs website. I am currently a postdoctoral fellow in **Marlene Belfort's** lab at the Wadsworth Center, New York State Department of Health.
- I have extensive experience in restriction enzyme biochemistry, and have had ongoing collaborations with scientists at NEB, including **Paul Riggs**. I am very familiar with the science at NEB, and am extremely impressed by not only the high quality products that the company produces but also with **the academic** atmosphere of the research and development centers. My specialty is in protein-nucleic acid interactions, with an emphasis in exploring enzyme mechanisms. As a postdoc I expanded my scientific skills to include **RNA biology**, including RNA purification and analysis. I have a strong background with high quality *in vitro* protein synthesis and purification, including media modifications and preparations of quantities needed for biophysical and structural characterizations. I excel in improving and developing research programs as seen by incorporation of novel techniques to examine DNA binding and cleavage by restriction enzymes and the use of new system to monitor the fidelity of the group II intron reverse transcriptase. I took a strong leadership role in the lab to ensure coordination of chemical inventory and ordering systems. I have excellent organizational skills as noted by completion of 8 peer reviewed papers with the participation of technicians and students that I supervised. Additionally, I have a strong attention to detail. My diverse background in DNA/RNA-protein biochemistry would be a terrific fit for this position.
- I look forward to continuing this conversation in an interview. I will contact you by X date to follow up on this application. Please feel free to contact me at anytime, the best method is by email atgqhg. Thank you for your consideration.



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

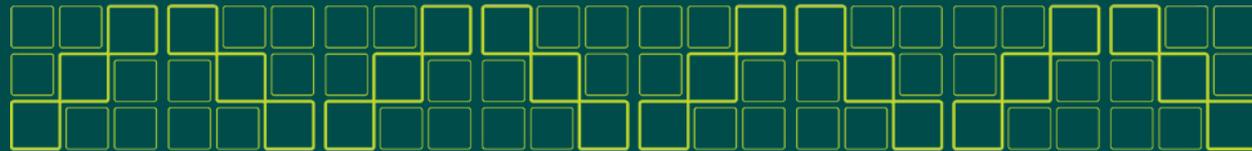


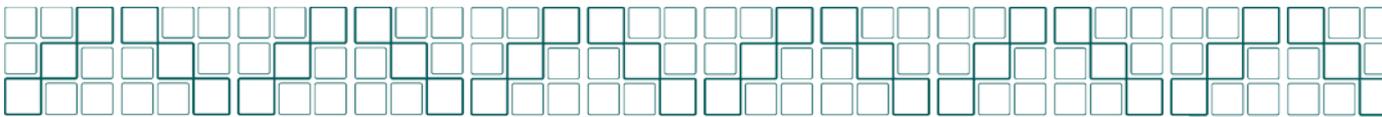
More resources

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- Email me at conlanlo@mail.nih.gov

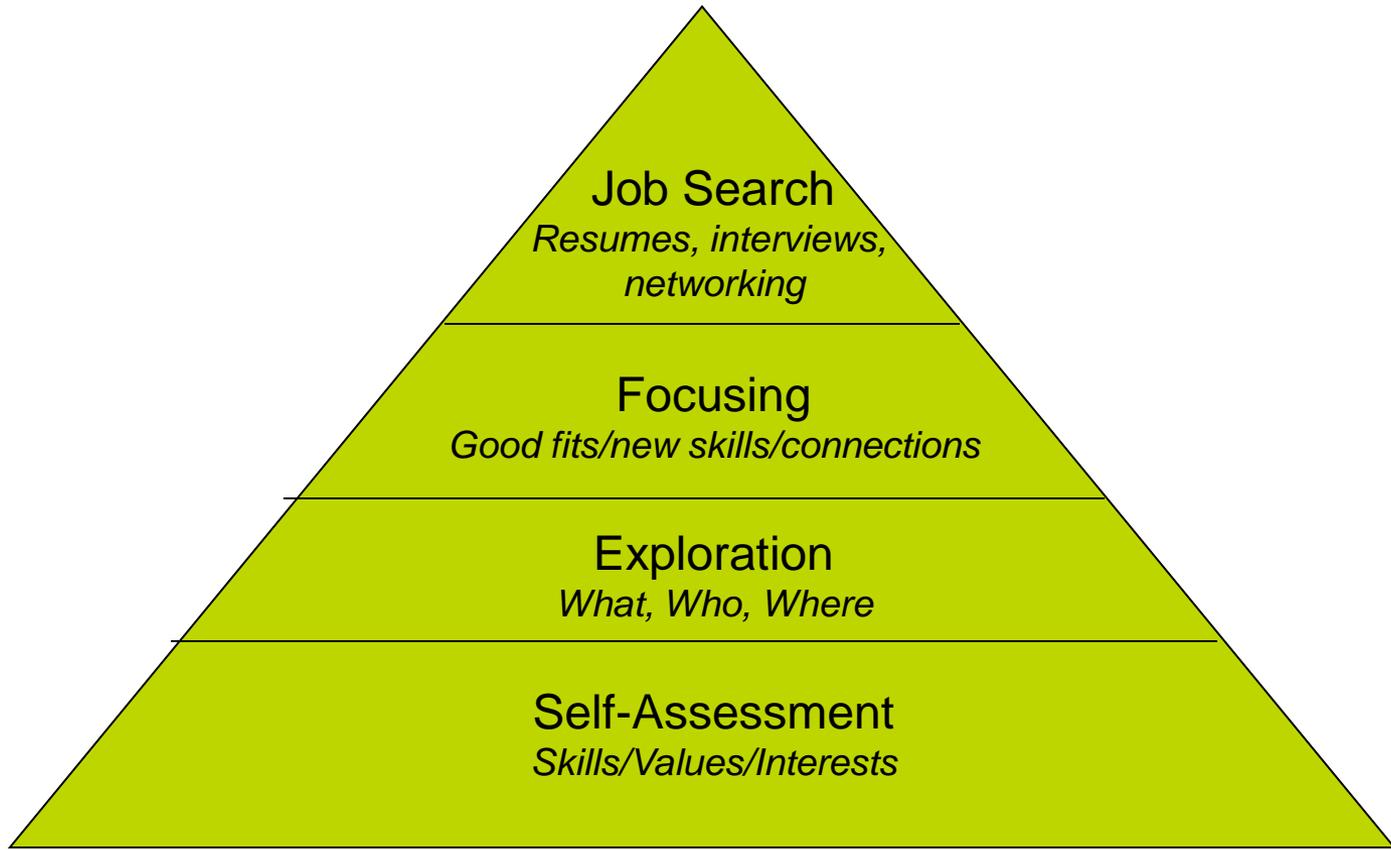
Planning Your Job Search

Lori M. Conlan
Director, Office of Postdoctoral Services

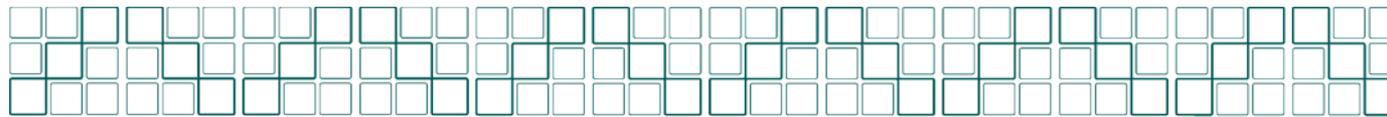




Job hunt process



Adapted from *To Boldly Go* by Peter Fiske, who borrowed from Stanford Career Center



Job search timelines

Academics

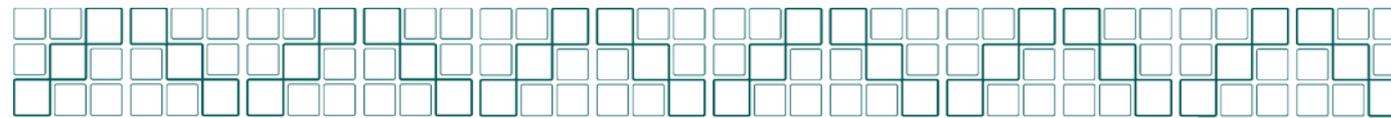
- Aug-Oct Apply
- Jan-Feb Interview
- March-April 2nd Interview
- April Accept
- August Move

- Total time: ~ 1 year

Anything else

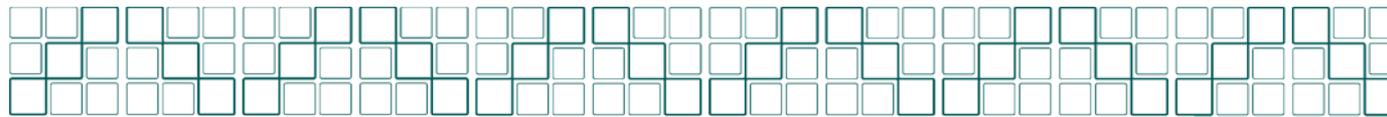
- Any month Apply
- + 1 Month Interview
- + 2 Weeks Accept***
- + 1 month Move

- Total time: ~2 months



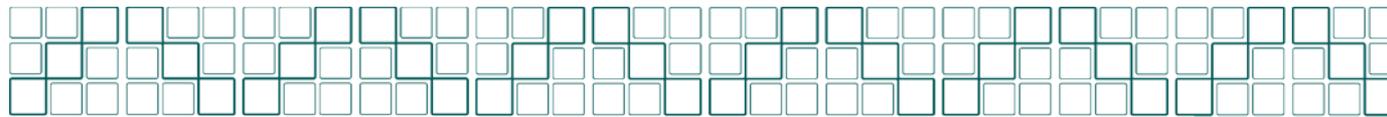
Establish a job search time line

- 18 to 24 months from end of training
 - Solidifying your career direction
- 13 to 18 months from end of training
 - Developing your network contacts
 - Development of job search materials
 - JobERA.com if you are pursuing an international job search
 - Define your search targets / search strategies
- 12 months from end of training
 - Time shifting to finishing up and the job search
 - Focusing the search
- 6 to 9 months from end of training
 - Intensifying your search
 - Prepping additional documentation



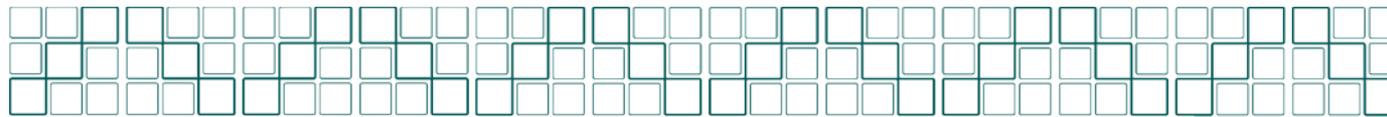
Finding Jobs

- Picking institutions
- Finding who is hiring
 - Academic/Company websites (about us tab)
 - Third-party websites
 - Regional hiring trends
 - Network
- Using social media
 - LinkedIn, Twitter and more



What job search documents?

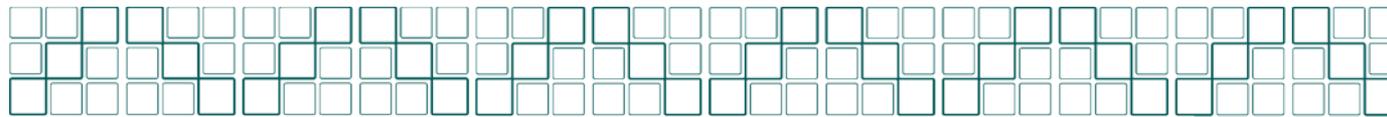
- CV
- Resume
- Cover letters
- Research plans
- Teaching plans



Components

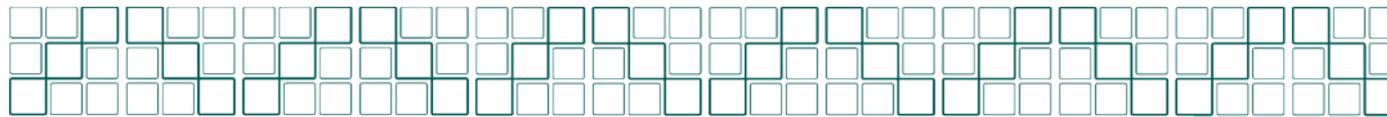
- Summary of qualifications
- Contact information
- Education
- [Post-grad education]
- Certifications/Licensures
- Research/Employment history
- Teaching/Mentoring
- Leadership
- Honors and awards
 - **RESUMES: Summary of qualifications and Skills**
- Service
- Memberships
- Grant support
- Major invited speeches
- Patents/Inventions
- Publications

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



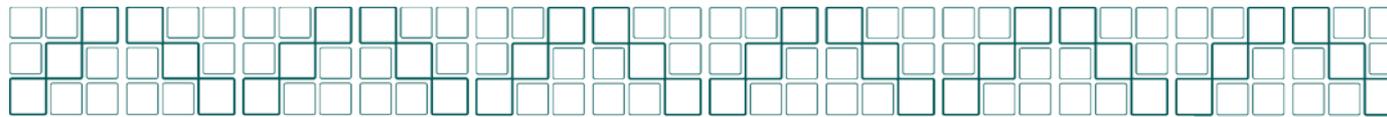
Curriculum vitae

- Used to apply for
 - Faculty positions in academia
 - Promotion and/or tenure
 - Research intensive positions elsewhere
 - Some fellowships and awards
- BUT, need one regardless of career path
- NIH Biosketch
- New thing coming: SciEnCV



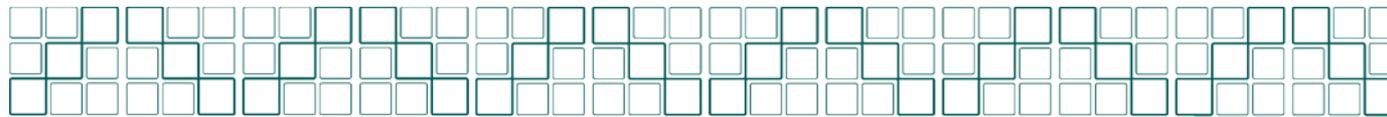
Resume tips

- Address the job ad to prove you are a good fit
- Format easy to read
- Network
- Follow-up
- Honest
- Good publications
- Good skills



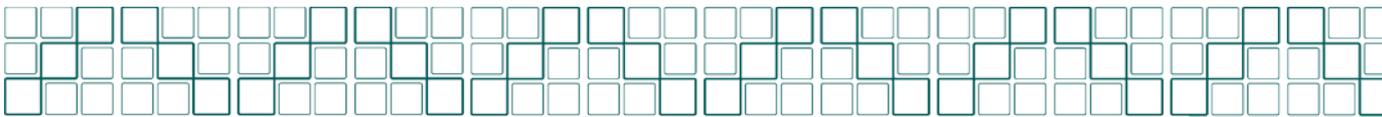
Skills and techniques

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



Communication Skills

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

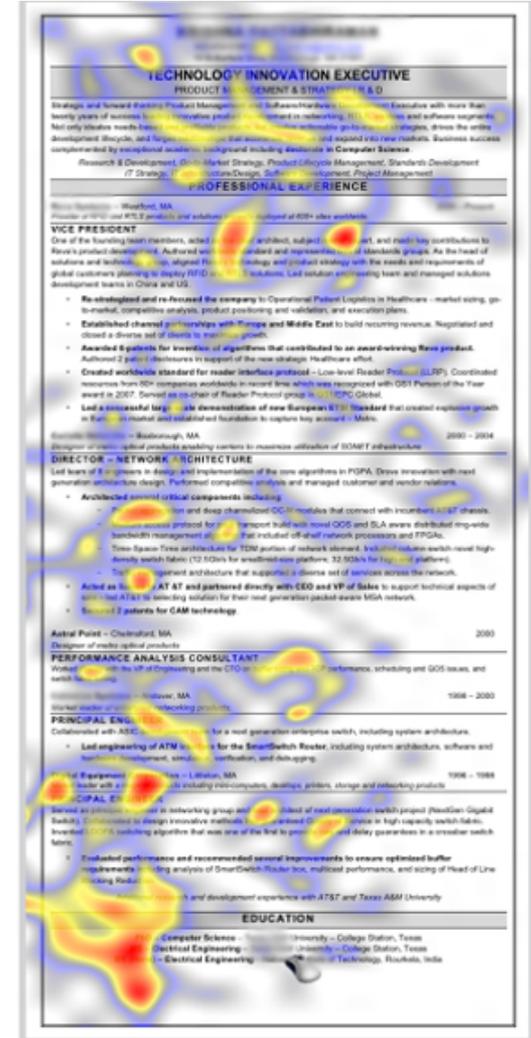


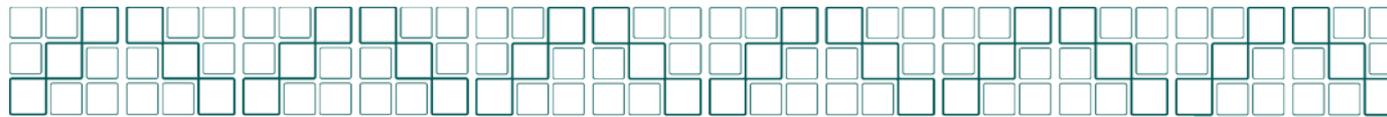
Interesting tidbit

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



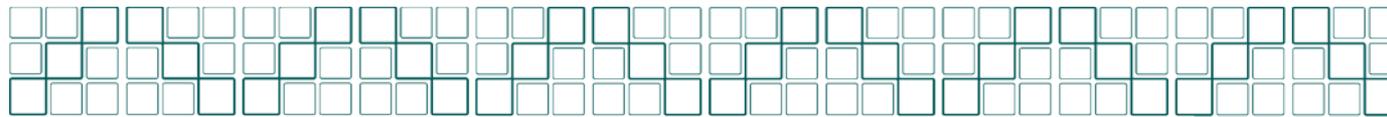
Keep this in mind when writing your LinkedIn summary, CV/resume, or any document





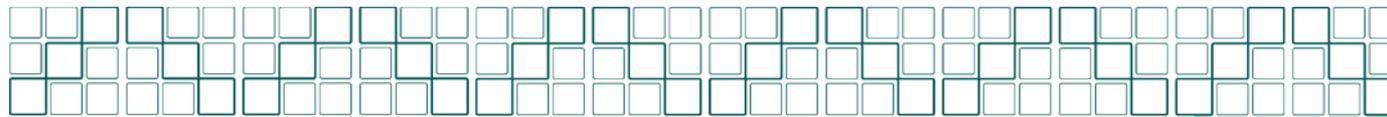
Job Search FAQs/statements

- There is no job stability
- I need to finish my project
- Do I need to have 100% of the qualifications to apply?
- Yet, apply for jobs that fit (WHO job)
- I had coffee, thus I networked---why aren't they calling?
- Objective statements are necessary in a resume.
- No one will help me find a job!!!

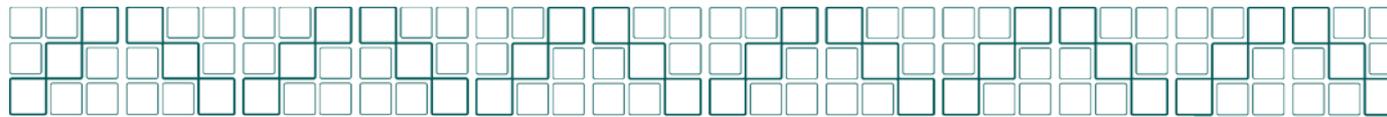


Don't forget other factors

- Location
- Family
- Financial



- Finding a job is tough work, and almost a full time job
- Never easy, but there are good methods
- There is no secret, each job search is different



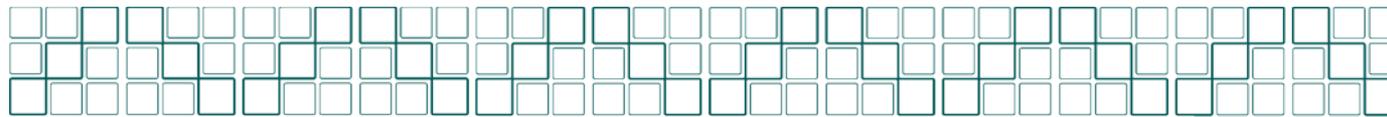
More resources

- Join our Listserv to get info while you are not at the NIH
 - Go to www.training.nih.gov to sign up.
- Connect with me on Linked-In and join the NIH Intramural Science Linked-In group
- Watch previous OITE career workshops, including many on CVs, resumes and cover letters
- Read the OITE Careers blog and join the Twitter group @NIH_OITE
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Transferable Skills

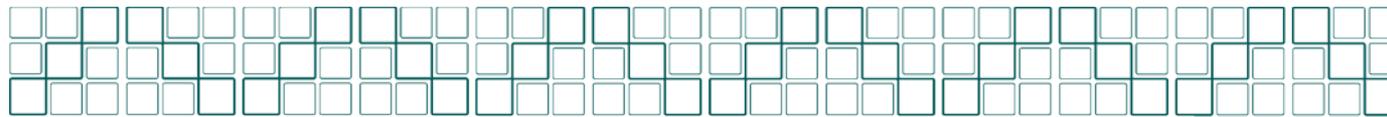
Shauna Clark, PhD
Director, NIH Academy
OITE/NIH





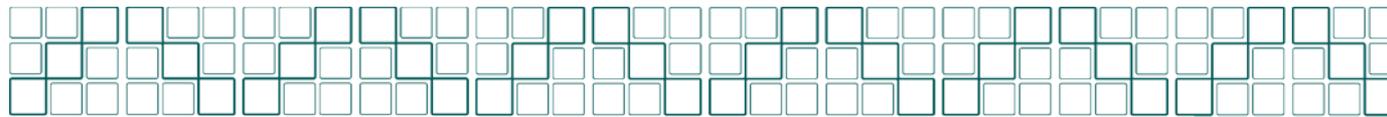
Transferable Skills Blitz Topics

- What are transferable skills?
- Marketing your transferable skills for specific careers
- Enhancing your cover letter, resume, and interview using transferable skills
- Thinking outside the box about jobs that use your transferable skills



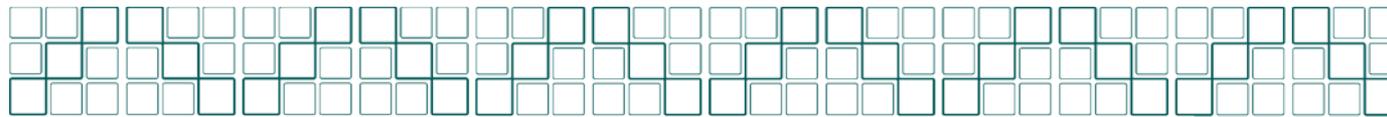
Transferable Skills Definition

- Learned abilities and skills that you acquire through-out your professional AND personal experiences that are applicable to any career.
 - Coordinating multiple projects
 - Training technical staff to operate equipment
 - Event organization
 - Managing project budgets



Mentored 3 Undergraduate Students

- **Industry**
 - Responsible for hiring, supervision, and performance review of three junior scientists
- **Science Administration**
 - University of Pittsburgh's Girls in Science mentor for high school and undergraduate students from underrepresented groups, 2010 through 2012
- **Consulting**
 - Effectively communicated and transferred complex technical information to junior personnel. Used expertise to assist junior personnel with problem solving.
- **Project management**
 - Empowered project staff to meet quality standards, use resources effectively and deliver tasks on time.



Career Symposium Committee Member

■ Industry

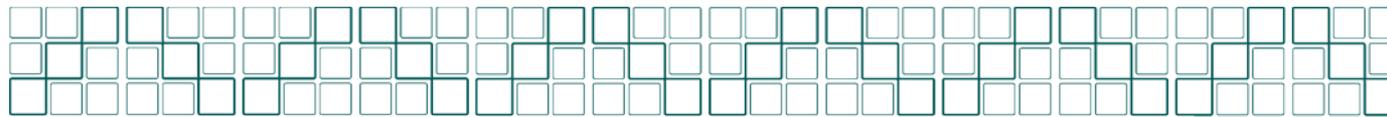
- Developed novel strategy for workshop designed to expose scientists to careers in the biotechnology industry. Identified experts, gained stakeholder buy-in, implemented plans in accordance with time-lines and budget restrictions.

■ Science Policy

- Interpreted and applied administrative guidelines regarding financial management, procurement, facilities use. Facilitated communication between established career professionals and junior scientists

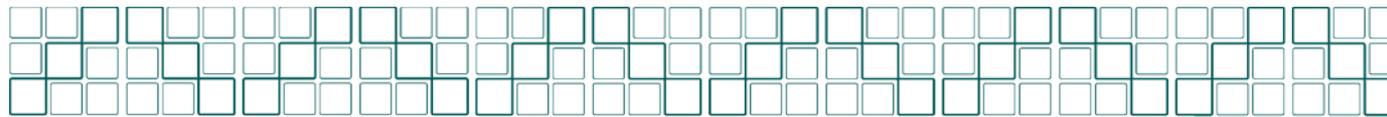
■ Science Administration

- Organized career and professional development symposium attended by 4,000 graduate students and postdoctoral scientists. Symposium highlighted 16 different career tracts and included 25 workshops on various professional development skills including networking, using linked-in, and preparing resumes.



Developed Transgenic Mouse Model

- Industry
 - Developed a cystic fibrosis transgenic mouse model that resulted in 8 peer reviewed publications and \$3.6 Million in grant funding.
- Project Management
 - Developed strategy and implemented 2.5 year \$1.3 M project in collaboration with institutional core facility and external academic partner. Project resulted in \$3.6 M in additional funding.
- Regulatory Affairs
 - In collaboration with institutional Animal Care and Use Committee (IACUC) and Biological Safety Committee submitted and gained all necessary documentation to develop transgenic mouse model for cystic fibrosis. Documents were completed 6 weeks ahead of schedule.



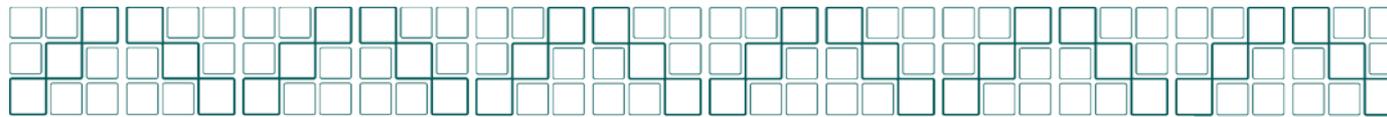
Skills

- Technical
- Supervision/Management
- Team
- Collaboration
- Professional
- Computer
- Service
- Leadership
- Languages
- Communication



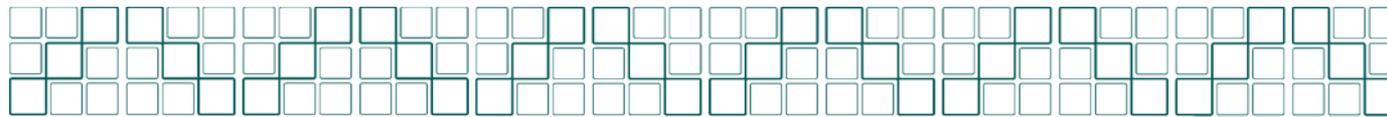
Leadership

- What we normally see:
 - President of graduate club
 - Nothing
- What we should see:
 - Coordinated annual vendor shows, resulting in a \$3000 profit for the organization.
 - Organized student sponsored seminar series, this included one seminar speaker per semester and the Annual Women in Science Seminar.
 - Developed non-traditional career forum, inviting and coordinating visits for 6 speakers.
 - Assisted in planning welcome week events for new graduate students.
 - Planned departmental social activities.



Communication Skills

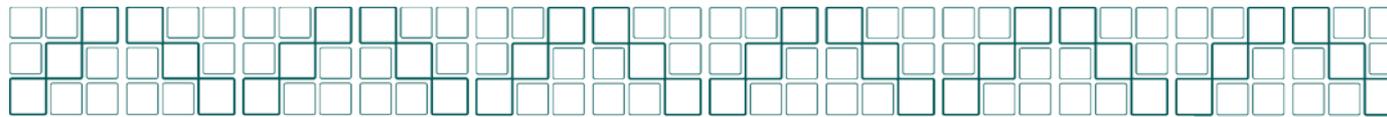
- What we normally see:
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 - Wrote SOPs, journal articles, reviews, lay-audience articles, etc.
 - Edited lab grant and manuscripts before publication
 - Facilitated a group discussion as seen by....
 - Negotiated a
 - Speak X, a valuable asset in this job



Using Transferable Skills List

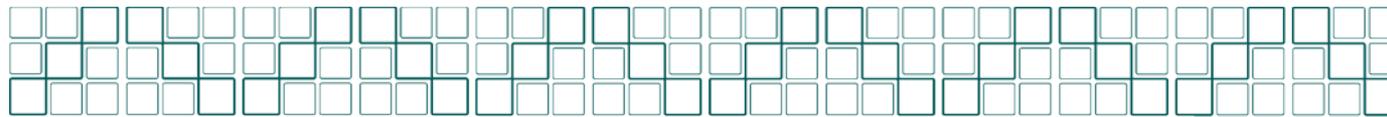
“Explain complex or difficult concepts in basic terms and language”

Developed an on-line module to explain epigenetics concepts, specifically DNA methylation and histone modification, for new employees joining our research lab. Explained concepts by relating dietary influences on gene regulation. The module quickly became our new employee’s favorite part of orientation.



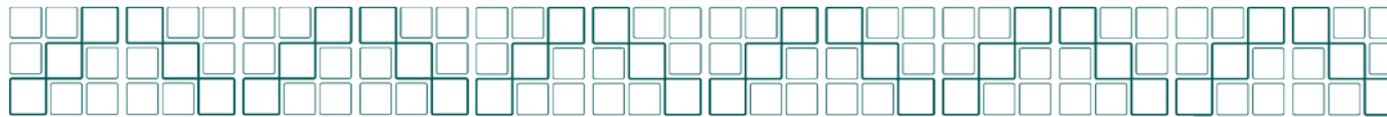
Data Analyst

- HJF is seeking a Data Analyst to support the Center for the Study of Traumatic Stress (CSTS), within the Department of Psychiatry located in Bethesda, Maryland. HJF provides scientific, technical and programmatic support services to CSTS.
- The Center's work addresses a wide scope of trauma exposure from the consequences of combat, operations other than war, terrorism, natural and human-made disasters, and public health threats. CSTS is a part of our nation's federal medical school, Uniformed Services University (USU), and its Department of Psychiatry, as well as a partnering center of the newly established Defense Centers of Excellence (DCoE) for Psychological Health and Traumatic Brain Injury.



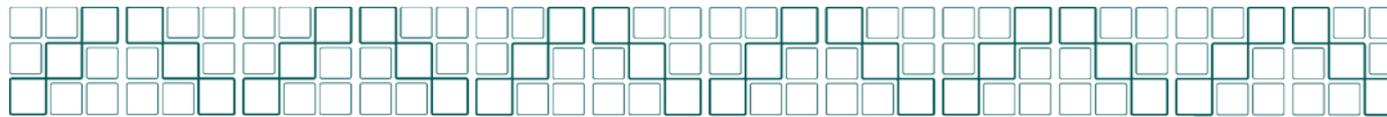
Responsibilities

- Works with the Project PI(s) to achieve the goals of the projects.
- Provides guidance in appropriate statistical methods as well as input into future design and methodology of studies.
- Maintains and manipulates databases; including establishing, testing, and modifying data sets.
- Performs statistical analyses, design surveys, work with different means of survey delivery including on-line.
- Provides relevant statistical and project status reports.
- Performs literature searches and writes scientific reports/papers.

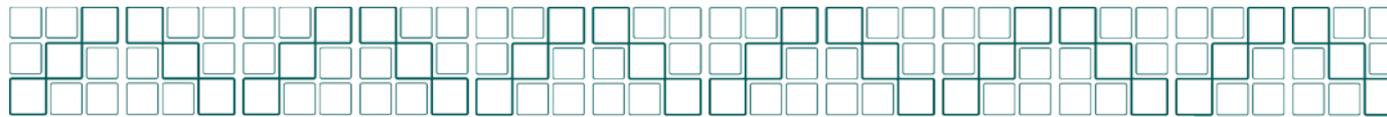


Required Knowledge, Skills and Abilities

- Knowledge of statistics and study design; proficiency in SAS or SPSS including programming and use of statistical procedures
- Knowledge of databases and other software such as Microsoft Word, PowerPoint, Excel and Access 2003 and 2007;
- Experience in data management, statistical analysis of longitudinal or repeated measurement data
- Ability to communicate effectively
- Excellent writing skills
- Knowledge of qualitative data analytic procedures preferred but not required.
- Minimum Education/Training Requirements: Master's or Doctoral degree in Biostatistics, Measurement, or related field.
- Minimum Experience: 2-4 years of academic or clinical research-related experience.



- Transferable skill statement “I’m good at explaining difficult concepts.”
- Example “Whenever anyone at work had trouble understanding a procedure, they came to me for an explanation.”
- Connection “I can learn quickly, train new workers, and help others.”



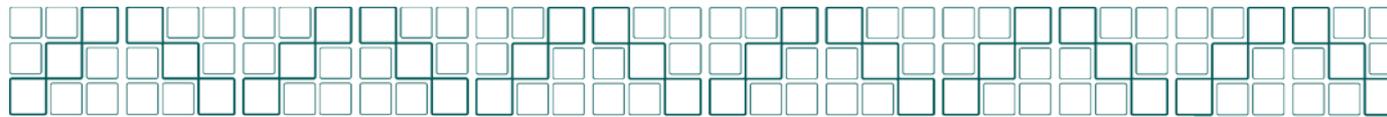
More resources

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- Read the OITE Careers blog and join the Twitter group @NIH_OITE
- Join the OITE NIH Training Alumni database if you are/were a student or fellow here
- Email me at clarkshauna@od.nih.gov

Finding Your Career Path

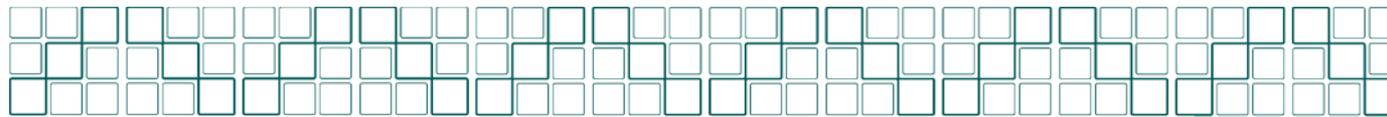
Shauna Clark, PhD
Director, NIH Academy





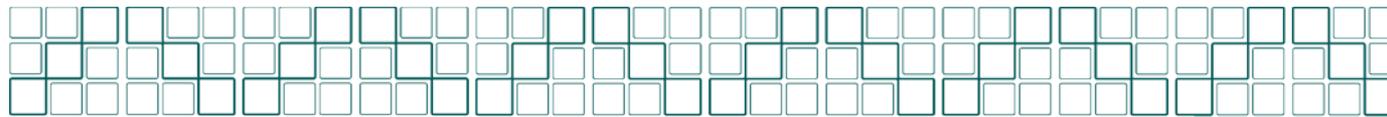
Preparation is critical





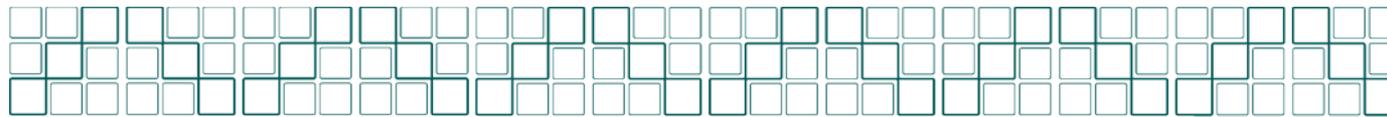
Self Knowledge Means Knowing:

- Interests within the field
- Personality and learning style
- Highly developed skills and developmental needs
- Work preferences
- Management [leadership] style and capacity
- Credentials
- Personal and geographic restrictions



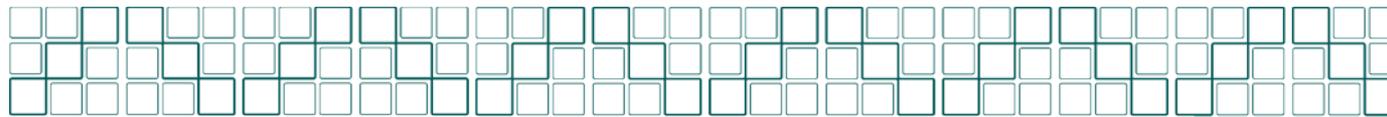
Getting to Know Yourself

- Look for clues everywhere.
 - Take note of projects that excite you
 - Pay attention to activities that you enjoy
 - Whose work do you admire?
- Be patient.
 - This introspection may take time- that's ok
 - You may go down a few roads before finding your path



Ask Yourself...

- What do I want from my life and work?
- What motivates me to excel and what is success for me?
- What do I love to do, e.g. activities, hobbies, subjects, book topics?
- What are my personal traits, motivational drivers and needs?
- What is most important to me e.g. achievement, salary, creativity, helping others?
- What do I do well and which skills do I most like to use?
- Do I have experiences that convey these strengths to employers?



Skills To Consider

- Technical
- Artistic
- Analytical
- Learning
- Communication
- Teaching
- Interpersonal
- Project management
- Budget management
- Self management
- People management
- Leadership

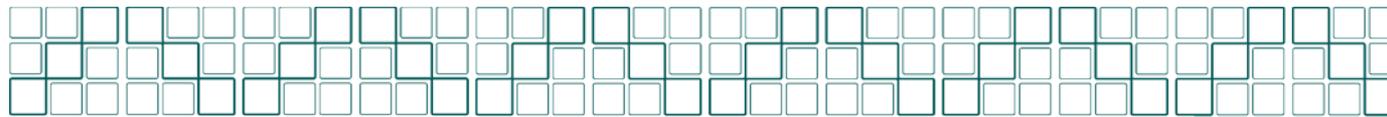


More on Skills

- Can be learned and enhanced
 - But best to identify and exploit natural talents

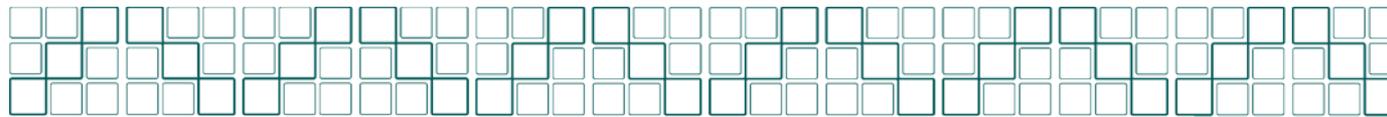
- Important to define skills as specifically as possible
 - For career exploration and job searching

- For career transitions, it is often important to examine your **transferrable skills**
 - Skills you have acquired during any activity in your life that are applicable to what you want to do in your next job
 - Any activity means at home, in the community or at work



Exploration Means Understanding:

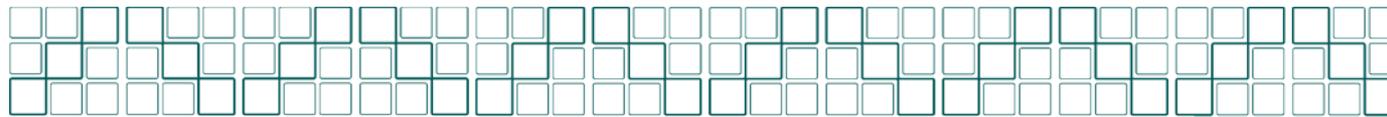
- The types of jobs available to individuals with a particular degree and experiences
- Details of the responsibilities and duties of the occupation or position
 - Specific job demands and tasks
 - Unspoken “rules of the trade”
- The qualifications and experiences needed to get the job
- Salary, typical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



More On Exploring Your Options

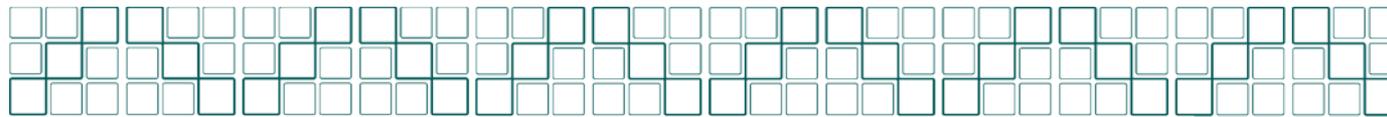
- Have expanded in some areas and contracted in others
 - See <http://stemcareer.com/> for updated information in all STEM disciplines

- Some decision nodes:
 - Amount of schooling you are willing to consider
 - Amount of risk you are willing to accommodate
 - Your flexibility and ability to relocate, “climb the ladder” and tolerate work-life imbalance (at least temporarily)
 - Level of responsibility and independence you want in the long-term



Major Categories of STEM Career Options:

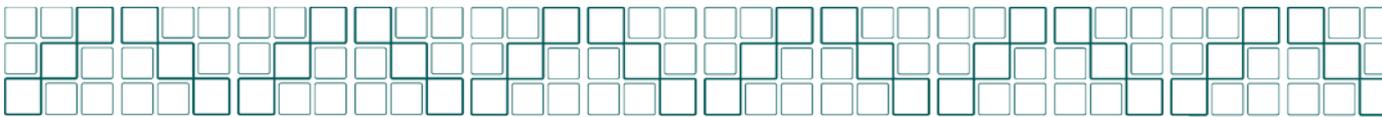
- Health care delivery/management
- Research and development
- Administration
- Education
- Policy
- Business
- Writing
- Law
- Consulting
- Computing
- Engineering



Exploration Tools

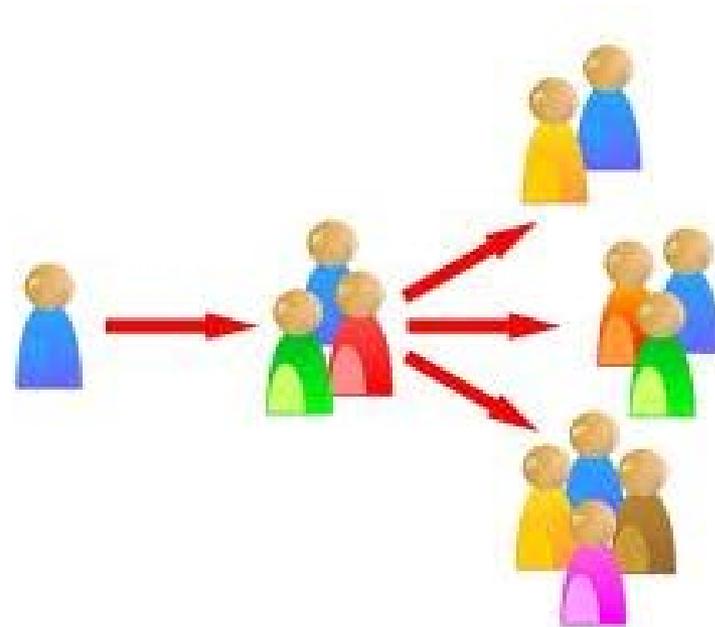
- Visit a Career Resource Center
 - Speak to a career counselor
 - Take a career assessment

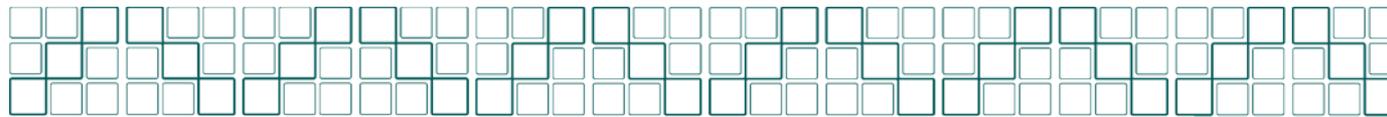
- Read
 - Books
 - Blogs
 - Websites
 - Professional Societies



Exploration Tools - Networking

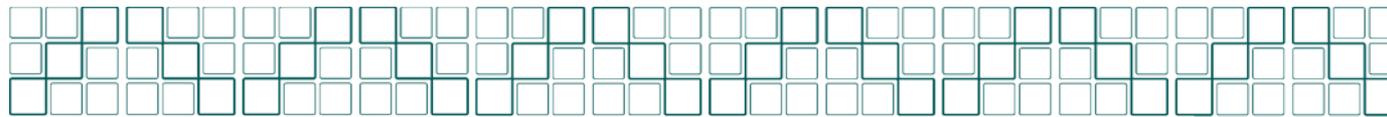
- Talk to people
- Mentors
- Colleagues
- Friends
- Family
- Alumni Database
- Attend Workshops and Symposia





What to ask contacts

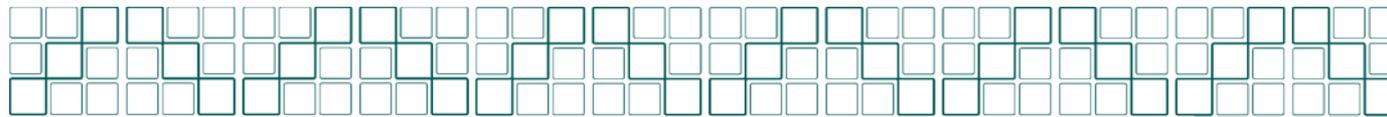
- Present
 - Tell me about your current position
- Past
 - How did you get into the field
- Future
 - Long term opportunities in the field
- Advice
 - Contacts, feedback, professional societies, insights into possible positions



Another Exploration Tool- Informational Interviews

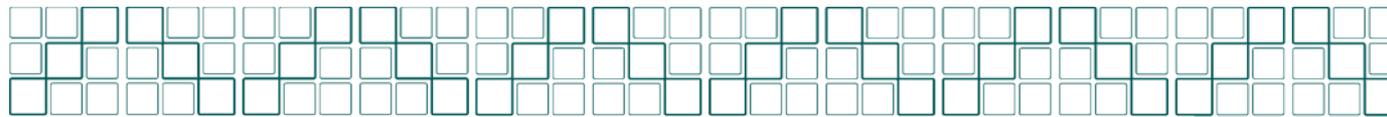
- Build connections to others in the field
- Give you insider information
- Help prepare strong application
- A good way to find a career path
- May alert you to current job openings
- Informational Interviewing Handout on the OITE website
 - <http://go.usa.gov/Ynb4>

Are NOT a way to ask for a job



Gaining Credentials

- Gain hands-on experience by:
 - Volunteering
 - Formal internships
- The quality of the experience is more important than the quantity
 - Focus on task and relationship
 - Input from individuals observing you in the new role can be critical
- The timing of the experience must be carefully considered

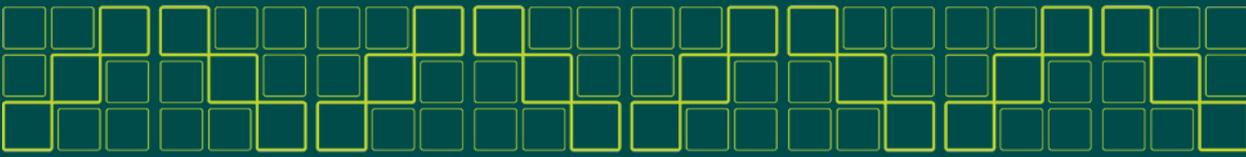


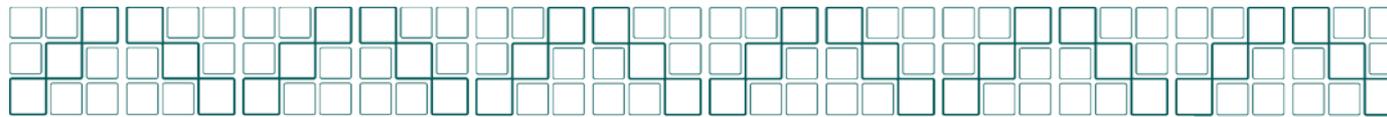
Resources

- OITE Web Site www.training.nih.gov
- ScienceCareers.org
- Various books by Peter Fiske
- OITE talks: “CVs and Resumes: Essential Job Search Documents”; “Planning for Career Satisfaction and Success”; “Expanding your Career Networks.”
- Stemcareer.com

Shauna Clark
clarkshauna@od.nih.gov

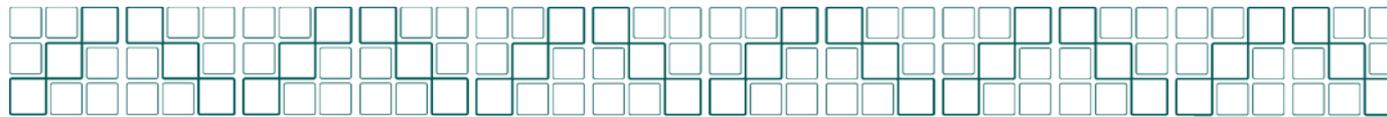
Interviewing Skills





The Interview is a 2 way street

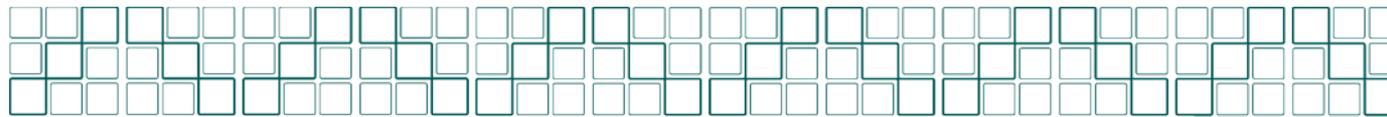
- Interviewers want to learn more about your skills and experience to decide if you are a fit for the position
- You can learn more about the job, colleagues, workplace to decide if the position is a fit for you



Key to successful interviewing is effective preparation

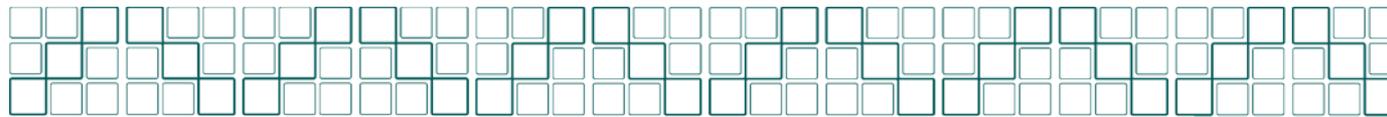
Prepare by:

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



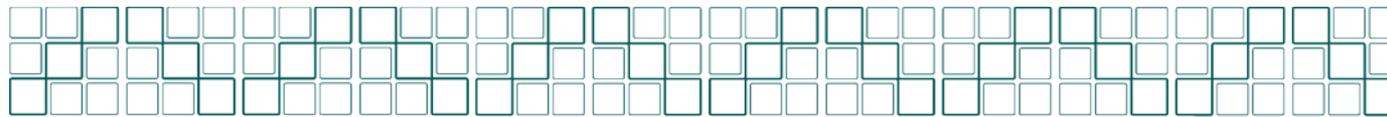
Researching the job & organization

- Organization homepage
- Network – use LinkedIn, professional and alumni networks
- Library resources
- Current employees
- Professionals in the field



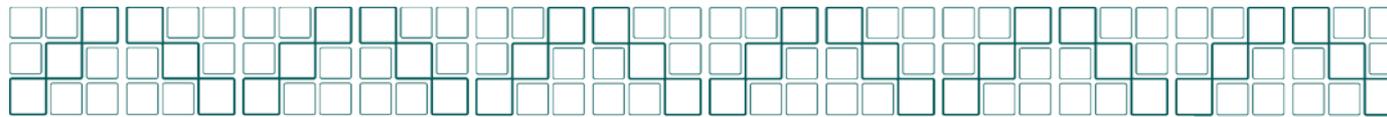
Opportunity Questions

- Tell me about yourself.
- Why are you interested in our company?
- What interests you most about this position?
- What do you know about our organization (research, departments, products, services)
- Tell me about your strengths and weaknesses.



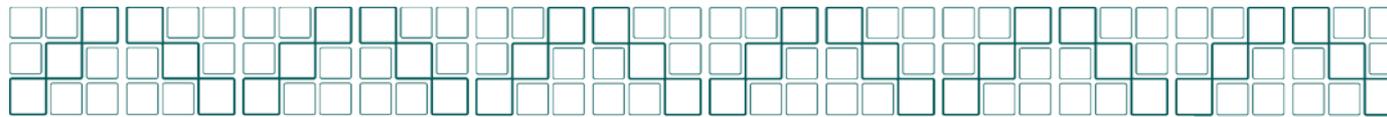
Sample Behavioral Questions

- Describe a time when you had difficulty working with a supervisor or co-worker in the past.
- Give me a specific example of a time when you sold your supervisor on an idea or concept.
- Describe the system you use for keeping track of multiple projects.
- Tell me about a time when you came up with an innovative solution to a challenge your lab was facing.



Preparing Your Answers

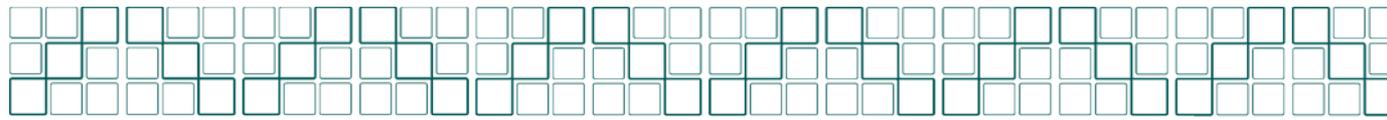
- Develop examples that demonstrate how your skills and experience relate to the major job responsibilities
- Create answers that will highlight your strengths, be memorable, and set you apart from the rest
- Use the Situation-Action-Result technique



Situation-Action-Result technique

- Describe a **situation** or context, the challenge or problem to be solved
- Describe the **action** you took, what did you do.
- Describe the outcome or **result**.

Our graduate student symposium has been poorly attended over the last five years. As the 2010 symposium chair, I developed a marketing strategy targeted at increasing attendance. The results of my leadership was a 30% increase in attendance. My committee agreed the new marketing plan should be used in all of our future events.

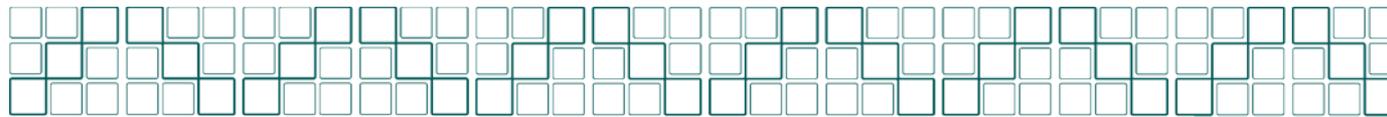


Some questions to ask the interviewer

- I enjoy working on a team, will there be many opportunities to interact in a team environment?
- One of my greatest strengths is my interpersonal skills. How do you see this fitting in this position and the company?

Use your opportunity to ask questions to continue to sell yourself and seek insights that can be used in subsequent interviews. Wait until you are offered the job to ask questions about the job!

Great Article by Dave Jensen on ScienceCareers.org



More resources

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