

PREPARING FOR ACADEMIC AND NON-ACADEMIC CAREERS: The job search process

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What we'll cover

Preparing to Apply for Academic Jobs

- determining readiness to go on the market
- understanding the job market cycle and search committees
- preparing your written materials for the job search
- identifying job opportunities and the logistics of applying

Questions/discussion

Interviewing

- preparing for screening interviews and campus interviews
- negotiating and accepting offers

Questions/discussion

Identifying and Applying for Non-Academic Jobs

- assessing your skills, networking, learning about careers
- presenting yourself to a variety of employers

Questions/discussion

Preparing to apply: the year before

Finalize your academic program timetable with your advisor and committee/discuss career plans with your advisor or post doc supervisor

Know where you can present your work

- Departments, institutions, conferences, publications

Define your long-term career goals

- Create a basic Plan A

Look at job postings

- Take note of qualifications needed for specific positions

Sit in on departmental hiring processes

Learn about postdoc opportunities/Develop knowledge of how and where your research is supported and funded

Develop your job search tools and techniques

- Written materials, interviewing skills, knowledge of job opportunities in your field

Renew your network of contacts

- Group your contacts in appropriate categories
- Establish a record-keeping system to manage the process

Being a strong candidate

What to do while earning your degree.

For teaching-focused institutions

- Participate in teaching development activities, e.g. classroom techniques, pedagogy research, assessment workshops.
- Take advantage of TA training and help to write manuals and/or train TA's.
- Use services of the Center for Teaching Excellence
 - Attend workshops and draft a teaching statement.
 - Have your teaching observed by CTE staff who will write up an official report.
- Check out the University Teaching and Learning Program that offers a rigorous series of workshops, training sessions, formal observations and culminates in a certificate.
- Hiring institutions want to see a focus on teaching and reflection about teaching. This means that conference presentations related to this are also helpful.

For research-focused institutions

- Focus on your research
 - publish your work
 - present your work at conferences and get feedback.
- Connect with other researchers in your field.
- Hiring institutions want to know that you have a well-thought out research plan and know about outside funding, if relevant.

Are you ready?

- Determining your readiness to launch your job search
 - Target date to complete your research/writing
 - Status of your support system; your referees and your network
 - State of your job search materials
 - Knowledge of job opportunities
- Understanding the job market cycle and how search committees work
 - Job postings—when do they occur?
 - Who serves on a search committee and what do they do?

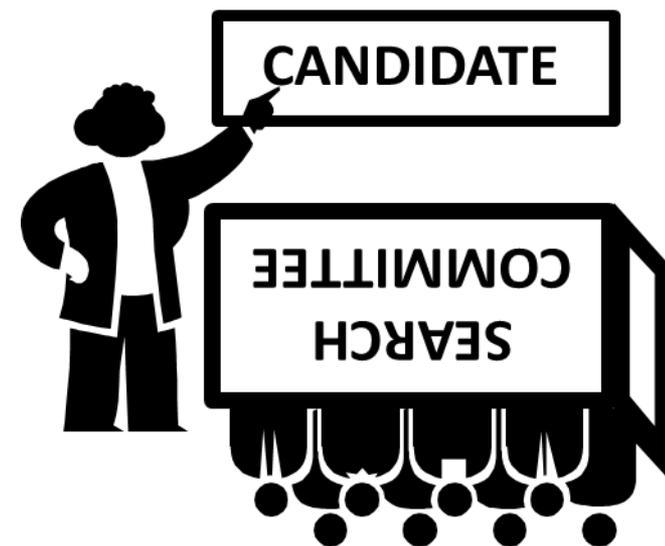
Preparing: six to one month before applying

- Continue your research and your writing
 - Have a clearly defined plan for finishing your research!
- Continue working on your written job-search materials
 - CV, statements of research interests and teaching philosophy, writing sample
- Select your references
 - Discuss your career goals
- Attend/plan to attend conferences
 - Increase your “presence” in your field
- Stay closely in touch with your network
 - Consider who can help move your job applications forward
- Identify potential job openings
 - Prioritize available openings
- Attend programs on the academic job search process
- Consider the possibility of having to develop a Plan B
- Practice your job talk and interviewing skills

Preparing – the search committee

Membership, mission, method

- Chair, colleagues, students, other stakeholders
 - Availability, institutional and field knowledge, diversity
- Create the job description
 - Skills, experience, additional qualifications
- Review applications
 - First screening, initial selection
- Schedule interviews
 - Phone, on-campus, other
- Make the final selection
- Negotiate



Timetable for the search committee

- Positions are posted 8-16 months before they start
- Deadlines for applications tend to be in mid-fall. Review of applications may begin as early as August but will more likely be in the fall. Committee draws up a list for screening interviews
- Screening interviews, conference and/or phone – fall-winter
- Campus interviews – winter-spring
- Job offers made January-May

Types of academic institutions

The Carnegie Foundation's basic classifications:

Doctorate-granting Universities. Includes institutions that awarded at least 20 research doctoral degrees during the update year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, DPT, etc.)...

- [RU/VH: Research Universities \(very high research activity\)](#)
- [RU/H: Research Universities \(high research activity\)](#)
- [DRU: Doctoral/Research Universities](#)

Master's Colleges and Universities. Generally includes institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees during the update year (with occasional exceptions – see Methodology)...

- [Master's/L: Master's Colleges and Universities \(larger programs\)](#)
- [Master's/M: Master's Colleges and Universities \(medium programs\)](#)
- [Master's/S: Master's Colleges and Universities \(smaller programs\)](#)

Baccalaureate Colleges. Includes institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and where fewer than 50 master's degrees or 20 doctoral degrees were awarded during the update year. (Some institutions above the master's degree threshold are also included; see Methodology.)...

- [Bac/A&S: Baccalaureate Colleges—Arts & Sciences](#)
- [Bac/Diverse: Baccalaureate Colleges—Diverse Fields](#)
- [Bac/Assoc: Baccalaureate/Associate's Colleges](#)

Differences between research and teaching-focused institutions

Mission statements

- *As a world-renowned research university, **Princeton** seeks to achieve the highest levels of distinction in the discovery and transmission of knowledge and understanding. At the same time, Princeton is distinctive among research universities in its commitment to undergraduate teaching.* [Doctorate granting university]
- ***Philadelphia University** is a student-centered institution that prepares graduates for successful careers in an evolving global marketplace.* [Master's university]
- *As a teaching and learning community, **Grinnell College** holds that knowledge is a good to be pursued both for its own sake and for the intellectual, moral, and physical well-being of individuals and of society at large. The College exists to provide a lively academic community of students and teachers of high scholarly qualifications from diverse social and cultural circumstances...aims to graduate women and men who can think clearly, who can speak and write persuasively and even eloquently, who can evaluate critically both their own and others' ideas...* [Baccalaureate college]

Working at different institutions

- Learn about the course-load. Is it 1-2, 2-2, 2-3, 3-3, 4-4?
 - **Top liberal arts colleges with 2-2ish teaching loads tend to value teaching and research equally for tenure.**
- Tenure criteria at all four-year and up institutions will be on research, teaching and service but the balance will vary at different types of institutions.

Written materials for the job search

- C.V.
- Statement of teaching philosophy
- Research statement
- “Evidence of excellence in teaching”
- Website
- Writing sample
- Teaching portfolio
- Cover letters
- Transcripts
- References

C.V. (Curriculum vitae)

- Purpose of a C.V. is get you an interview
- Complete listing of your academic credentials and accomplishments
 - Academic jobs
 - Funding (grants or fellowships)
- C.V.'s will vary from discipline to discipline
- C.V. organization may vary depending on where/what it is being used for

CV categories

Basic

- Name and contact information
- Education
- Honors and Fellowships
- Teaching/Research Experience
- Publications
- Presentations
- Professional Memberships
- References

Additional categories

- Professional Experience
- Grants
- Languages
- Technical Skills
- University/Professional Service
- Research/Teaching Interests
- Certifications/Professional Licensure
- Additional Information

Tips on writing your CV

- C.V. documents all your relevant professional/academic accomplishments
- Your most significant accomplishments should be prominent in the organizational structure of the C.V.
- Your name should be on each page of your C.V.
 - Beginning on the second page, include a page number next to your name
- Be consistent in the way you use formatting
- Balance print and white space on your C.V.
- It is expected that your C.V. will be more than one page
- Avoid sloppiness – check for spelling mistakes
 - Find someone to read/proof your job search materials

Identifying job opportunities

- Your scholarly association
 - Job listing bulletin
 - Job listing website
 - Job placement at conferences/conventions
- National publications and website
 - The Chronicle of Higher Education www.chronicle.com
 - Academic360.com
 - *Higher Education Recruitment Consortium (HERC)*
www.hercjobs.org
- Institutional and departmental websites
- Your network

Applying for positions

- Apply for positions that appear to be a good fit for you
 - Read announcements carefully
 - In your cover letter show that you understand the unique qualities of each department/ institution to which you are applying
- Harder to get an offer when ABD but it is good practice to go on the market. It helps you define your work
 - Let institutions know when your defense will be
- Send what the announcement requests
- When emailing materials, send them as PDFs
- When you have to fill out a form on an online site, allow yourself plenty of time
- After sending, check to make sure materials were received
- In this challenging job market be flexible in terms of geography and type of institution

Assistant or Associate Professor for West or Central African History, University of Illinois at Urbana-Champaign

The Department of History at the University of Illinois at Urbana-Champaign invites applications for **a full-time tenure-track assistant or tenured associate professor position** in the History of West or Central Africa, pre-colonial or colonial period, with a preference for pre-1900. All subfields invited to apply; department especially welcomes applicants working on Atlantic world exchanges. **Position target start date is August 16, 2014.** A PhD is required at the time of the appointment.

Applicants at the assistant professor level must demonstrate a promising research agenda as well as a strong record of teaching. Applicants at the associate professor level must possess a strong record of publication and excellence in teaching; strong professional leadership is preferred. Salary competitive. Please create your candidate profile through <https://jobs.illinois.edu>. **Applicants for Assistant Professor must submit application letter, curriculum vitae, a representative sample of written scholarly work (article, book chapter, or dissertation chapter), teaching materials, and the email addresses for three professional references...** Applicants for Associate Professor must submit an application letter, curriculum vitae, and contact information for three references. After a review of the research record, the search committee may then contact the applicant about soliciting letters of reference.

Only applications submitted through the University of Illinois Job Board will be considered. To ensure full consideration, all materials must be submitted by the closing date of **October 21, 2013**; for Assistant Professor applicants- letters of reference must be received no later than **October 28, 2013**. For information about Illinois, visit our web page at www.history.illinois.edu.

Wofford College, Assistant Professor of Spanish

Full-time tenure-track assistant professor at Wofford College beginning Fall 2014. PhD in hand by July 2014. **Teaching load is 3-1-3.** Candidates should be generalists willing to teach at all levels of language, literature, and culture. **Candidates with credentials in second language acquisition, language pedagogy, and a proven record of teaching language, translation, or interpretation will be given priority.** We value innovative, resourceful teaching; a commitment to the use of technology to enhance learning is essential. Traditional research and publication are applauded and supported but not required. **Review of applications begins immediately and continues until submission deadline of Friday October 18, 2013.**

Wofford is an EEO employer. It is the policy of Wofford College to provide equal opportunities and reasonable accommodation to all persons regardless of race, color, creed, religion, sex, age, national origin, disability, veteran status, or other legally protected status in accordance with applicable federal and state laws.

Send only electronic files and please label them with your last name. Electronic dossier should **include letter, CV, 3 letters of recommendation, and statement of teaching philosophy.** Submit materials to Dr. Begoña Caballero-García at [http://SpanishSearch@wofford.edu](mailto:SpanishSearch@wofford.edu).

Visiting Assistant Professor of Theatre, CUNY City College of New York

The Department of Theater and Speech at The City College (CCNY) of the City University of New York (CUNY) invites applications for **a three year, non-tenure track Visiting Assistant Professor position to teach undergraduate theatre courses.** The successful candidate should be a skilled, creative pedagogue with professional experience, who is **able to teach a variety of levels from at least two of the following areas:** Acting, Directing, Playwriting, Musical Theatre, Theatre History, Dramatic Literature, and Movement. There will also be some **Departmental administrative responsibilities, such as committee work and advising, and the possibility to direct one show per year.** Teaching experience on a university level preferred. The candidate should be comfortable working with beginners and with seasoned professionals, as **we are engaged in the long-term planning for an M.F.A. Program in Acting, Directing, and Playwriting.** Minimum requirement is an M.F.A. in the relevant field.

Interested applicants should submit **a letter of application, CV, three letters of recommendation, and teaching portfolio (including teaching evaluations and a statement of teaching philosophy).** Submit your application online (Job Opening ID 8962) at www.cuny.edu. Please upload all materials as a single PDF document.

Additional materials for the job search

- Cover letters
- Statement of teaching philosophy
- Research statement
- Writing sample
- Transcripts
- “Evidence of excellence in teaching”
- Teaching portfolio
- Website
- Letters of recommendation

References & letters of recommendation

- Decide whom to ask to be references
 - Your advisors
 - Colleagues/mentors outside of your department or committee
 - Balancing information – teaching focus, research focus
- Communicate with your references
 - Ask if they are able to write a positive reference for you
 - Let them know the schedule
 - You might want to help your recommenders by giving them a list or spreadsheet that includes date the letter needs to be received
 - Gently remind them 2-3 weeks before deadline
- How will you have letters of reference sent?
 - Interfolio
 - Your department

Resources to help with written materials and applying

- Your advisor / other faculty in your department
- University Career Center and Arts and Humanities College web resources
- The Academic Job Search Handbook, 4th edition
- Your scholarly association's website
- Web resources:
 - **Articles at www.chronicle.com**
 - **Meet with a career advisor – get CV review and feedback on teaching philosophy, research statement and cover letters**
 - **Center for Teaching Excellence**

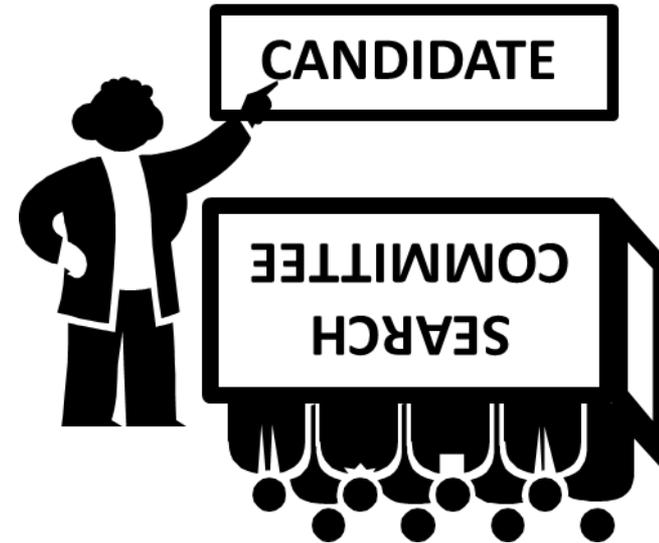
QUESTIONS

Answers

What happens to the application?

Typically...

- Your application materials must be complete, and then each search committee member will be given a copy and will review your materials
- They will initially view in terms of who to eliminate, then who will be part of a short list
- The references are weighed heavily
- They will discuss who to invite to the first round interviews – factoring in the position, the needs of the department, and your profile



Preparing for interviews

BASIC:

- Attend job talks in your department or related department
 - Talk with your mentors about their thoughts on the talk

INTERMEDIATE:

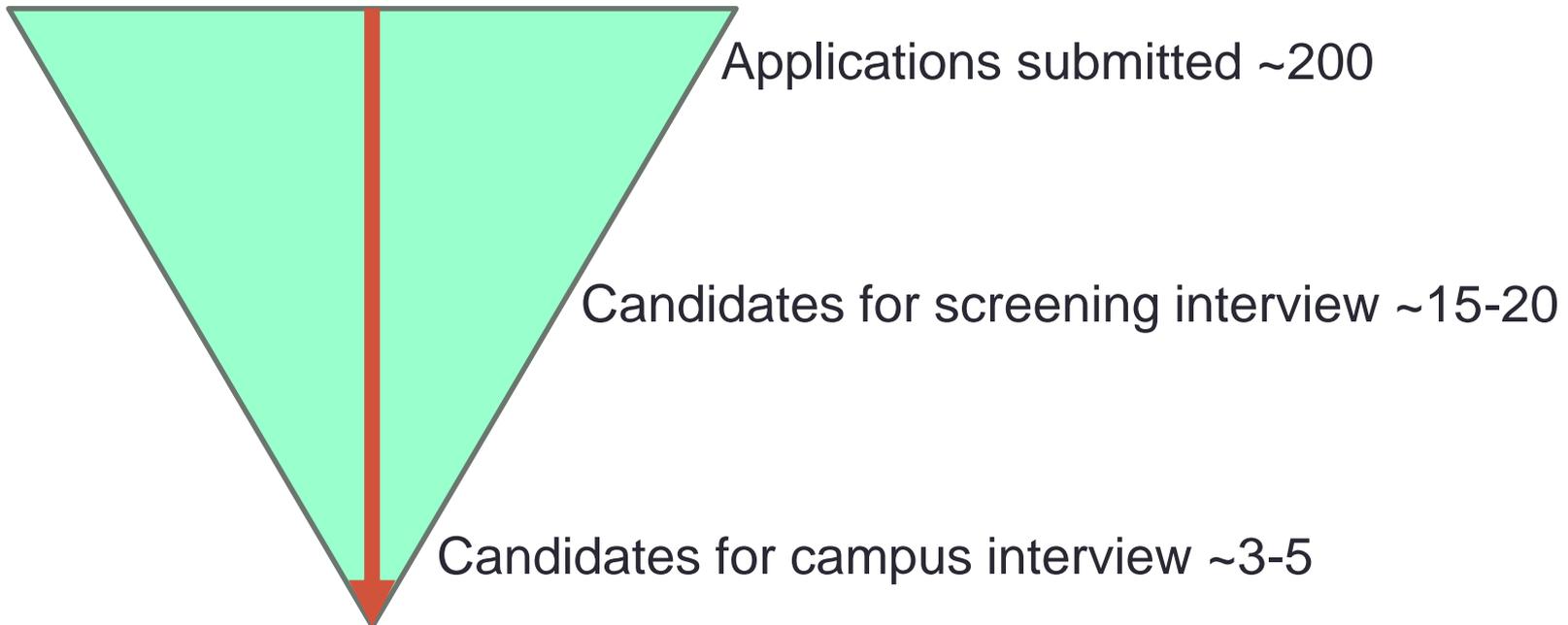
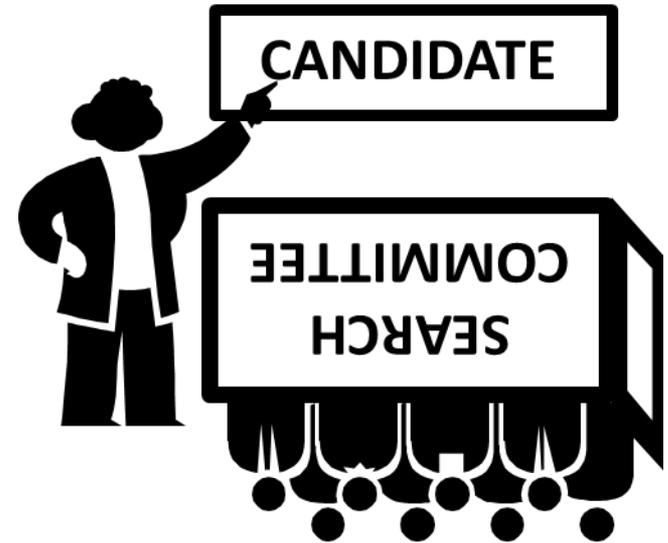
- Research each institution you will be interviewed by
 - What is their mission? Who are their students and faculty?
 - How does the new position fit into the academic landscape?
 - With whom will you be talking?

ADVANCED:

- Practice how you would answer questions about
 - Your current research, research goals, and your teaching
 - Think about your answers from the search committee's view

Screening interviews

- Phone interviews
- Video interviews (e.g., Skype)
- Conference interviews



Screening interviews – general advice

- You may have only 20-30 minutes for your interview
 - Answers must be concise, and relevant to search committee
 - Committees may be evaluating your English skills
- You MUST have good/concise answers to the basic questions:
 - Why do you want this position?
 - Tell me about yourself?
 - Tell me about your research?
 - What is your teaching experience?
- For phone and Skype interviews it really does help to dress up and smile
- Conference interviews have their own set of challenges
 - Location, tired interviewers on a schedule, multiple interviews
- Find out the timeline for the rest of the interview process

Tips for all interviews

- Illustrate your answers with actual examples/anecdotes
 - When talking about teaching effectiveness, think of a situation where you used your skills successfully
 - How have you used your research to involve students in your work, and what did the students gain from this?
 - If your collaborations with other scholars have been successful, show how and why, and how this is beneficial

When possible, tailor your answers for the people in the room (especially when talking about specific research)



Your illustrations show you've been effective in the past, and will be equally so in the future

Campus interviews

Be prepared to talk about your dissertation, your teaching, and your future research plans

- Meeting the department
- Meeting administrators
- Meeting with graduate students and/or undergraduates
- The job talk
- Teaching a class
- Social situations

The “job talk” or research talk

A 30-60 minute presentation on your research

- What you have done AND where you might go next

You will present to the search committee but also to:

- Other interested members of the faculty
- Students
- People who might know little about your subject

A great opportunity to showcase your research (and teaching) skills

- AND to connect your research with faculty and students at the institution
- So, don't read it – really present it
- Think about teaching approaches you can use to get information across in an interesting and lively way
- You're an expert on your research and need to help people learn about what you do, and care about how/why you do it – BE CONFIDENT

Your goal is to answer the “so what?” question about your research, not to give a lecture

- Be succinct and encourage people to ask you questions

Conclude by summarizing why your research and results are significant to your field and the institution

- Could students be involved? Will future work be fundable?

Tips on the job talk

Structure the talk by thinking of it as an hour glass

- **Start broad to** ensure that your talk will be of interest to as many of the audience as possible
- **In the middle** focus on your specific research
- At the **end of the talk** widen the scope of your talk again.

Never talk for longer than the time allotted

- Leave time for questions, and be prepared for challenging or adversarial ones
 - Answering questions shows you ability to think on your feet

Be enthusiastic/strategic about **future research plans** and link them to the place where you're interviewing

- Having future plans may allow people to envision working with you in the future (and suggests you will be convincing when talking with deans, president, & other faculty groups)
- Shows that you can be an **independent** researcher (especially important for postdocs) who can bring in grants

Tips for preparing for campus interviews

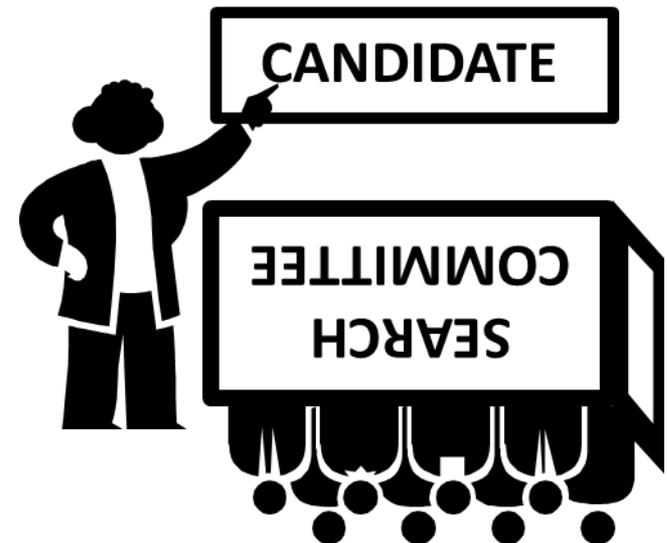
- Practice job talk with an audience that asks hard questions, and with specialists and non-specialists
 - You need expert & cocktail party versions of your research
- Practice providing context for your research and talk about why what you've done is important
 - What questions have you answered
 - Have a research agenda with some well-thought out projects
- Prepare to talk about your teaching
 - What you've done right; what you've learned from mistakes
- Research institution/department/interviewers and be able to talk about why you're a good fit
 - Fit is crucial when final candidates are similarly qualified

Remember to ask your questions too

- You might ask questions about:
 - Teaching responsibilities
 - Expectations for scholarship
 - The tenure process and tenure criteria
- You should try to understand the nature of your potential colleagues
 - Where did they come from?
 - What do like the most about the institution?
 - Do they seem to be happy there?
- You should ask about:
 - Timeline for when search committee will make a decision

After the campus interview concludes

- Search committee, or possibly the whole department, deliberates
 - They may rank candidates on or just discuss their talk, teaching, research plans and interpersonal skills
 - They will also discuss each candidate's **fit**
 - They will get feedback from staff and students who interacted with them
- Candidates need to be patient in waiting to hear



Getting offers

- An offer usually comes by phone but may come in an e-mail
- Indicate how pleased you are but don't accept immediately
 - “I'd like a few days to think about this”
 - Think about questions you want to ask
- If you have a spouse/partner also looking for a job and that person's job search affects yours, think about how you will talk about this

Things that can be negotiated

- Decision date
- Starting date
- Teaching load and teaching schedule
- Start-up funds for equipment, supplies and personnel
- Moving expenses/housing help
- Job-hunting help for partner or spouse
- Research assistants
- Computer resources
- Summer research funding
- Travel funds and conference expenses
- Salary

Negotiating well

- When possible negotiate by phone and follow up by email
- Decide what you want to negotiate based on what will help you get tenure
 - Be intentional with professional reasons for what you seek
 - Don't ask for everything
- This is the time to bring up a spouse/partner or pregnancy
- What to do when you have
 - Two or more offers
 - An offer from your second choice school when you haven't even interviewed at your first choice school

Accepting an offer

- If terms of the offer changed during negotiating, get a new offer letter
- Thank everyone who helped you
- Notify other institutions that interviewed you that you have accepted a job and withdraw from the search
- Notify your network of contacts that you have accepted an offer
- **FINISH YOUR RESEARCH**

Resources to help with interviewing and negotiating

- Your advisor/other faculty
- The Academic Job Search Handbook
- Workshops on the academic job search offered by your scholarly association
- Job search resources offered by your department
- Articles on the academic job search in the Chronicle of Higher Education
- Career events offered by the College of Arts and Humanities
- See if your faculty will conduct mock interviews

When you don't have a job offer

Thank all who helped you

Keep working on your research

Talk with your advisor and others about how you can strengthen your candidacy

Will you go on the market again?

- In many fields it is standard to go on market more than once
- How many times are you willing to do so?
- Will you pursue one-year positions or postdoctoral fellowships while searching for a tenure-track position?
- How many times are you willing to move?
- Are there personal considerations (partner/children) that might affect this decision?

Preparing to go on the market again

- Assess what you can do to be a stronger candidate
- Should you be more flexible in terms of kinds of institutions and geographic locations?

What is your Plan B?

- A postdoc
- Expanded career options

What is a postdoc?

- Postdoc = period of post-PhD training usually focused on research
 - It is a **TEMPORARY** position
- To be a viable candidate for most tenure-track faculty positions in the biomedical sciences and other science/engineering fields a postdoc is required
 - **Most postdoc opportunities are at research institutions**
 - **Jobs in industry outside of academia also value postdoc experience**
- In other fields where a postdoc is not required, it can be a good option for those who do not secure a tenure-track position
- A postdoc can be used to:
 - **Move your current research forward**
 - **Develop research platform to move you in a related direction**
 - **Learn an entirely new set of research skills**
- Some postdocs also have a teaching component
 - **This is usually the case in the humanities**

Postdoctoral Teaching Fellowships in the Humanities and Social Sciences, Indiana Wesleyan University

Indiana Wesleyan University's John Wesley Honors College (JWHC) invites applications for a **postdoctoral teaching fellowship in the humanities and social sciences**. Scholars wishing to explore their academic vocation within the context of **an intensive Christian liberal learning community** are encouraged to apply. Fellows receive **two-year appointments in the JWHC with the possibility of re-appointment for a third year**.

The Fellowship is open to scholars from **any field in the humanities and social sciences**. In light of curricular needs, **special consideration will be given to candidates specializing in literature, fine arts, and theology**. Candidates for the 2014-16 Fellowship must have received, or will receive, **their PhD (or equivalent terminal degree) between January 1, 2011 and August 20, 2014**.

JWHC Postdoc Fellows are expected to be in residence for the duration of their appointments.

Application Procedure:

Visit our website, <http://www.indwes.edu/hr> to access the online application. Please note that **the application page will expire 60 minutes after it is opened**. We encourage you to review the application, gather the appropriate information and formulate responses to questions before reopening the application to submit your information. Please have the following documents accessible to attach and/or reference: 1. Résumé/curriculum vitae, 2. A list of names, addresses, telephone numbers and e-mail addresses of **three professional and three personal references**, 3. Graduate and undergraduate transcripts (may be unofficial)

The application deadline for the 2014-2016 JWHC Postdoctoral Teaching Fellowships is Monday, January 15, 2014. For more information on the fellowships, including the application process, go to: <http://www.indwes.edu/Academics/JWHC/Postdoctoral-Fellowships-4294966653/>

- Pending budget approval, the position will be open for fall of 2014.

QUESTIONS

Answers

Expanded career options

- You may decide to think about doctoral education as:
 - A progressively specializing process for a singular career path, or a program of research, teaching, and scholarship in which you develop a broad skill set that can qualify you for a wide variety of career paths.
- You may decide to take two paths at once:
 - Teaching as an adjunct while doing editorial or web design work part-time
 - Working in a student services office while continuing your research

Exploring careers outside the academy

- Approach this task as you would any research project
 - Your goal is to find the most effective sources of information
 - Assess your skills and values and learn about interesting career/job possibilities
 - Attend programs on careers
- Connect with people in careers of interest to you through
 - Alumni networks and LinkedIn
 - Friends and family
 - Your advisor, other faculty, former graduate students and postdocs
- Use other web resources and publications
 - The Versatile PhD
 - Articles at www.chronicle.com and www.insidehighered.com
 - So What Are You Going to Do with That (Basalla/Debelius)
 - The Academic Job Search Handbook, 4th ed., chapter 23
 - #altac (or alt-ac) resources
- Attend programs on careers at your annual convention/conference

Expanded career possibilities for humanities and arts students

- Academic administration
- Advocacy
- Adult ed./continuing education
- Archives & museums
- Associations
- Consulting
- Curator
- Entrepreneurial (e.g. tutoring business,)
- Historical societies
- Marketing
- Philanthropy & fundraising
- Publishing
- Specialized writing
- Teaching – K-12
- Think tanks/policy research
- Translating/interpreting
- **And many more...**

Every experience is important

- If nothing else, you can practice skills now that you will use in many non-academic jobs:
 - Leadership, communication, team-work, problem solving, ability to learn quickly, adaptability...
- Always make the most of any work and social-based experiences by:
 - Setting goals for progress within the job/project
 - Taking on new responsibilities
 - Learning new skills/knowledge
 - Cultivating relationships – mentors and networks
 - Attending professional development activities (e.g., conferences, trainings, workshops)
 - **Documenting your achievements**

Networking...

- helps you tap into diverse opportunities
- is mutual exchange of information between individuals
 - It can be used to obtain or disseminate information about career paths, industries, and interests
- is both a formal and informal process
 - It is about building **AND** maintaining relationships
- is very beneficial
 - Many jobs are found through connections.
 - The bigger your network, and the better informed they are about you, the better your odds of being in the right place at the right time

Know your skills

Skills that most PhDs and Master's have

- Interpretation and analysis
- Abstract reasoning and problem solving
- Research
- Synthesis of ideas/concepts
- Communications (verbal/written)
- Self management, initiative and motivation
- A questioning mindset
- Ability to express complex information simply
 - Especially for those with teaching/mentoring experience

Teaching an introductory course

Tasks

- Prepared syllabus
- Ordered books
- Planned/organized lessons
- Provided course resources
- Prepared lectures/discussions
- Answered questions, set exams, graded papers
- Evaluated student progress (as a class and individually)
- Met with students privately to discuss their progress

Skills

- Organizational ability
- Planning & scheduling
- Public speaking skill
- Ability to translate complex concepts to new learners in new and interesting ways
- Interpersonal skills (small and large group skills)
- Diplomacy; supervision and relationship management
- Ability to manage groups and lead discussions

What skills is it sometimes assumed that PhDs lack?

- Multi-tasking
- Understanding the business world
- Dealing with money
- Communicating effectively with non-academics
- Responding to hierarchical leadership structures
- Showing leadership skills
- Teamwork

Thinking hard about your work, academic **AND** non-work experiences will often reveal that you have these skills

– **Self assessment of your skills is vital**

Understanding what you have to offer

- Employers outside academia do not necessarily understand everything involved in research/academia.
 - You must identify your skills and then present those skills in terms that employers understand and value
- Highlight skills acquired through a PhD that indicate maturity, adaptability, and ability to learn quickly
- Think about the key skills you have that complement your academic abilities
 - These skills will be useful in every job you apply to
- Whether in or out of the academic field, these are key skills that most employers will be looking for:
 - Leadership skills
 - Ability to work independently and take the initiative
 - Problem-solving skills
 - Effective communication skills
 - Team-working skills
 - Ability to learn quickly
- Employers will also be looking for you to illustrate these skills
 - Show, don't just tell

Resume or CV

RESUME

- A resume is used in business, non-profit, government, and other types of job searches
- A resume should be 1 page; 2 pages max
- A resume is not all-embracing; it should be targeted to a particular job in a particular field

CV

- A CV is used in academia and in research-oriented job searches
 - A CV is of flexible length
 - A CV is a record of academic achievements and credentials
- Your resume will need to sell those skills relevant to each job you apply for

Translate your specialized skills & interests

Dissertation work described in three very different ways:

Knowledge: Researched and wrote dissertation describing the development of democracy in the Czech Republic. Developed expertise in Eastern European political history, thought and impacts of the Velvet Revolution. Fluent in German and Czech.

Skills: Researched and wrote dissertation. Identified research problem and designed criteria to evaluate possible explanations. Developed timeline, cultivated contacts in the Czech Republic, and conducted necessary research. Wrote dissertation while fulfilling teaching duties.

Accomplishments: Researched and wrote dissertation. Secured funding from national organization in competition with hundreds of other graduate students. Developed timeline for research and writing and produced a 250-page dissertation one month ahead of schedule. Published two articles in respected journals based on this research.

Tips for increasing opportunities while still a graduate student

- Get involved, take initiative, be a leader
- Attend professional conferences
- Take advantage of public speaking opportunities
- Connect with people:
 - get to know alumni
 - find role models and mentors
 - create and maintain an updated LinkedIn profile
- Job shadow, get an internship or volunteer
- Think about short term and long term goals
- Use the internet as a research tool

Your first job may be a stepping-stone to what you really want

Even if you do not land a “first choice” position, you can make the most of the experience by:

- Setting goals for progress within the job
- Taking on new responsibilities
- Cultivating relationships – mentors and networks
- Attending professional development activities (conferences, trainings, workshops)
- Documenting your achievements
- Revisiting your strategies for short term and long term career goals

QUESTIONS

Answers