

Preparing for the Job Search: CVs, Resume's, and Interviewing

Matt Helm, Ph.D.
Director, Ph.D. Career Services
ASM Kadner Institute
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Objectives for presentation

- To reflect upon your professional identity
- Understand the basic principles of writing an effective CV or Resume
- Learn tips to maximize the impact of your CV or Resume
- Increase your confidence in interviewing for academic or nonacademic positions
- Develop an understanding of the various interview formats used.
- Develop strategies and skills in interviewing.
- Identify your interviewing objectives

Curriculum Vitae-(loosely, Latin for "the course of one's life/career")

- Comprehensive statement of education, teaching, and research experience.
- Used in higher education—
 - Always for faculty positions.
 - Sometimes for research and administrative posts.
- Inappropriate for virtually all positions outside academia.

Resume: "a document that summarizes qualifications, education, experience, skills...related to writer's objective."

- A highly targeted document
- Sent to a decision-making individual
- Highlighting your essential qualifications
- For a specific type of position
- With the intent of getting you an interview

What is the Interview and its Purpose

- An goal-oriented exchange of information between an organization and a potential employee

-It enables both parties to gauge the degree of fit between the candidate's goals and the employer's needs

The CV vs. Résumé

Goal: To present your full academic history – including teaching, research, awards, and service.	Goal: To demonstrate that you have the skills and experience necessary to succeed within the position you are seeking.
Length: As long as necessary.	Length: 1-2 pages only.
Focus: Demonstrating your academic achievements and scholarly potential.	Focus: Highly targeted for a specific type of position. Highlights your essential skills and qualifications
Essentials: Lists of publications, presentations, teaching experiences, education, honors, and grants.	Essentials: Skills and experiences you have gained as related to the job you are seeking.
Extraneous: Activities unrelated to academic pursuits.	Extraneous: List of publications, presentations, and classes you have taught.
References: Include	References: Do not include

- What is the main purpose of a CV or Resume?

Keys to Effective Writing: Organization, Clarity, Consistency

- Know Audience--Customized to the position/institution to which you are applying.
- Connects your experiences/skills directly with the position.
- Speaks the language of the institution.
- First Impressions Matter

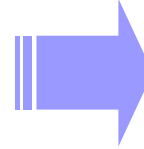
The #1 Rule

KNOW
THY
AUDIENCE

Gauging Fit

You

- Interests
- Values
- Skills
- Knowledge
- Personality
- Ambitions



Employer

- Mission
- Values
- Functions
- Expertise
- Environment
- Vision

Review of Employer Assumptions

- You are keenly interested in a particular type of institution or department.
- You have broad knowledge of how institutions operate.
- You are aware of—and confident in—your skill set and personal qualities.
- You have specific goals.
- You know how you want to contribute.

Essential Transferable Skills

Research, Scholarship, and Creative Activities

Leadership

Ethics and Integrity

Collaboration

Communication

Balance and Resilience

MICHIGAN STATE
UNIVERSITY

Essential Transferable Skills-What employers want?



MICHIGAN STATE
UNIVERSITY

Deconstruct the job with you in mind

- How does our experience fit content knowledge required for the position?
- What skill strengths would help you excel in this position?
- What qualities would help you succeed in this position?

Host Cell Factors Involved in HIV-1 Production

- A POSTDOCTORAL position is available in the Viral Budding Unit, at the Laboratory of Molecular Microbiology, NIAID, to investigate retroviral assembly and virion budding and release. This program will focus on the interactions between viral and cellular proteins involved in the budding of retroviruses and the identification of new targets to block the release of HIV-1 nascent virions. Candidates must have a Ph.D. and/or M.D. degree and have a strong background in molecular/cell biology, biochemistry and/or virology. The salary range is commensurate with experience.

To apply, click on the button below, or submit a CV and names of three references to: Dr. Fadila Bouamr, Laboratory of Molecular Microbiology, NIAID/NIH, Bldg. 4, Room 337, 4 Center Drive, Bethesda, Maryland, 20892-0460. Fax: 301 402-0226. E-mail: bouamrf@mail.nih.gov.

The Department of Health and Human Services (DHHS) and The National Institutes of Health (NIH) are Equal Opportunity Employers.

Organization

- Means that your information is presented in a manner that highlights what is most relevant, and pulls the reader's eye directly to it, rather than making him/her search for it.

EDUCATION:

**Ph.D., Microbiology, May 2010
Michigan State University**

Clarity

- is achieved by the use of concise, unambiguous language and formatting options that help the reader easily assimilate the information you want to convey

RESEARCH EXPERIENCE

Doctoral Research MSU, East Lansing, 1/2001 – present.
My research involved evaluating the effects of PCB on the maternal and sexual behavior of laboratory rats. During this time I:

- Worked independently in order to create, gather, analyze and interpret data.
- Instructed, guided and oversaw a group of five undergraduates who assisted in my data collection.
- Collaborated with two other students on multiple projects in which we designed, reviewed and revised innovative experimental procedures. Some of these collaborations led to improved methods for conducting laboratory techniques that were implemented after our referrals.
- Dr. Lynwood G. Clemens, Department of Microbiology

TEACHING EXPERIENCE

Teaching Assistant, Microbiology, MSU, 2 semesters.

Lead two discussion sections of 20 undergraduates per section each week, which necessitated that I:

- Initiated, stimulated and directed class discussion.
- Assembled and integrated students' ideas into the discussion.
- Lead the students to think and write critically.
- Assessed and evaluated student learning outcomes for 120 students.

Formatting Your CV

- Put most important information near top and left.
- Items listed in reverse chronological order.
- No length restrictions.
- No need to put "Curriculum Vitae" at top of page.

Required Sections of a CV or Resume

- Contact information
- Education
- Experience (may subdivide)

For Resumes: Objective/Profile/Summary

- Objective conveys direction/target--if you create multiple resumes, be sure to submit the right one
- Profile/Summary conveys qualifications or highlights of skills/accomplishments--make sure your resume supports them
- Research employer needs/background to link self to organization/position

Resume

HIGHLIGHTS/SUMMARY OF QUALIFICATIONS

- Five years experience as a scientific officer in a Research Institute
- Ph.D. degree in Applied Microbiology and Biotechnology,
- Strong technical knowledge in microbial methodology
- Extensive experience in microbial enzyme and the production of useful products using various enzymes
- Demonstrated ability in writing excellent research papers
- Hands-on experience in microbial cultures, preparation and routine microbiological laboratory techniques
- Basic knowledge of MS Word, Excel, PowerPoint, Chem Draw and the Internet
- Flexible, responsible, hard working and a team player

Resume

RELEVANT EXPERIENCE

- Prepared various microbial media and cultivation of microbes using standard microbiological methods
- Isolated, identified and characterized microbes
- Extraction, purification, immobilization and application of microbial enzymes
- Participated in interdisciplinary research and development projects; worked with soil scientists and biochemists
- Instructed undergraduate students on laboratory techniques
- Prepared and optimized microbiological quality control tests for raw materials, in-process bulks and finished products
- Maintained bacterial and fungal cultures
- Handled HPLC and Spectrophotometry machines
- Extracted, purified DNA and implemented PCR techniques to modify DNA characteristics

Optional Sections

- Honors & Awards
- Publications
- Presentations
- Academic Service
- Languages
- Research Interests
- Relevant Courses

Optional Sections Continued

- Teaching competencies
- Professional memberships

Contact Information

- Required, at top of page.
 - Emphasize with bold or large font.
- Include: full name, address, phone number, and e-mail.
- May wish to include your personal Web site (Use caution).
- Don't include: age, sex, race, marital status, or citizenship status.

Education Section

- Required, usually after contact info.
- Institution name, location, degree, and graduation date in a consistent format.
- Expected graduation date.
- Dissertation title & advisor.
 - May include committee.
- Don't *need* GPA's.

Matthew P. Helm

7652 S. Linnex Spring Way, Tucson, Arizona 85747
(520) 664-1451 • helm@u.arizona.edu

EDUCATION

Ph.D., Higher Education

May 2004

Major: Administration and Organization

Minor: Student Affairs Administration

Dissertation Title: Professional Identity, Sense-Making, and the Market Effect: Perspectives from New Student Affairs Professionals.

Chair: Dr. Gary Rhoades
University of Arizona

Master of Arts, Higher Adult and Lifelong Learning

May 1998

Emphasis: Student Affairs Administration

Michigan State University

Bachelor of Arts, Psychology

May 1994

Michigan State University

Experience Section: Tips on Writing Up Experience

- Demonstrate, don't tell.
- Link actions with results "What? So What?"
- May wish to subdivide: Research and Teaching
- Speak the language of your audience.
- Show your potential for more responsibility.
- Quantify your service to students or institution to establish scope.
- Highlight new initiatives and innovations.
- How did your experience help you develop skills you can use in other organizations?

The P-A-R-K Method

- **PARK your skills and abilities:**
 - Problem
 - Action
 - Results/Resolution
 - Knowledge: What did you learn?

The Hierarchy of Verbs

Leader	Created Proposed	Founded Managed	Initiated Directed
Associate	Coordinated Conducted	Implemented Analyzed	Executed Researched
Assistant	Fielded Insured	Handled Maintained	Responded Ordered
Helper	Participated Answered	Covered Routed	Served Counted

Skill Sets	Faculty Roles			
	Teaching	Scholarly & Creative Activities	Service	Administration
Basic Profession Skill Sets	Content Expertise			
	Practice/Clinical Skills			
	Research Techniques			
Additional Meta-Profession Skill Sets	Instructional Design			
	Instructional Delivery			
	Instruct. Assess.			
	Course Management			
	Instructional Research Techniques			
	Psych/Statistics			
	Learning Theory			
	Human Development			
	Info. Tech			
	Technical Writing			
Graphic Design				
Public Speaking				
Almost Always	Communications Styles			
Frequently	Conflict Management			
Occasionally	Group Process			
Almost Never	Resource Management			
	Personnel			
	Supervision/Mgt			
	Budget Develop			

CV/Resume Worksheet

- Think of a position you had in the past or your current position. **PARK this experience for your CV/Resume.** What are Ph.D. Responsibilities?
- Write your profile/summary of skills
- What skills and abilities do Ph.D. students develop while in graduate school?

Teaching Experience

Numerous options:

- List courses taught
- Describe responsibilities (depending upon purpose)
- May wish to lump research & teaching assistantships together and list responsibilities/skills.
- If you have a teaching award, you might highlight it here.

Example 1

TEACHING AND ADVISING EXPERIENCE

Composition Instructor, Research Writing Program, University of Illinois, 2000-present

- Full responsibility for seven sections of composition.
- Planned and taught a writing-intensive course based upon various topics.
- Used instructional technology to enhance pedagogical technique.

Research Assistant. Department of Higher Education, the University of Arizona, Tucson.
August 2000-present.

- Assisted in a study focused on the effects of instructional design techniques on teaching and learning mastery.
- Conducted one on one structured interviews and focus groups with study participants per research protocol.
- Transcribed and coded interview data and analyzed transcripts with the research team.
- Assured study compliance with Human Subjects procedures.

Research Interests Section

- Optional.
- This can allow you to indicate your future research plans.
- May want to place within Education section or immediately following it.
- Be prepared to discuss anything you list here.

Awards, Fellowships, Honors, and Grants Section

- List award, institution (dept, if pertinent), and year.
- Include undergraduate honors that are prominent and/or relevant to your field.
- Some may require explanation or rewording.
 - Ex.: Incomplete List of Teachers...

Publications Section

- Include all relevant, scholarly publications.
- Use documentation style accepted by your discipline.
- As your list grows, separate into sections and include at end of CV.
- If not yet published:
 - If accepted for publication, list as “**forthcoming.**”
 - If submitted, list as “**under review.**”
 - Beware of padding with “**in progress.**”

Presentations Section

- List all papers and talks you have given, or will deliver.
- List paper titles, along with location, conference title, and date.
- Use documentation style accepted by your discipline.

Relevant courses Section

- List all relevant courses taken.
- Excellent to include for grant/fellowship applications.
- Probably unnecessary for job applications.
- Depending upon purpose, may wish to include course numbers, institution, and date.

Professional Memberships

- List the scholarly organizations in which you are an active member.
- You may wish to include leadership experience here, or elsewhere.
- Title(s) may be:
 - “Professional Memberships,” or
 - “Professional Affiliations and Service.”

Academic/Professional Service (s) Section

- You should include information on:
 - Advisory or search committees.
 - Appointed or elected positions in your university.
 - Leadership experience in scholarly organizations (panelist, moderator, chair, respondent, etc.). . .

Service Cont.

- Can organize in different ways:
 - Professional Experience
 - Listing service along with other experiences/jobs
 - Professional Affiliations and Service
 - List memberships & leadership roles together
 - Academic/Professional Service
 - Separating from jobs

Professional Training and Experience section

- Work experience outside the academy, or specialized training.
- Advantageous for academics in professional fields (business, law, advertising, engineering, etc.).

Language Proficiency Section

- If pertinent to your research/position, list language proficiencies.
- Indicate level of proficiency.
 - Rudimentary, intermediate, advanced, fluent, etc.
 - Indicate if only reading knowledge.

Teaching Competencies Section

- Use to indicate qualifications that can't be described in the traditional sections.
- Use if you are qualified to teach courses in areas not described elsewhere on your CV.

Reference Section

- Do list references on CV. Not on Resume.
- Names, titles, academic affiliations, phone, and e-mail.
- Complete mailing addresses are unnecessary.
- Include at least 3. Try for 5—network!

Process

Reflect:

- Are your skills and strengths obvious?
- Are your desires apparent?
- Are you consistent?
- Are you concise?
- Are you neat and correct in detail?

Some CV and Resume Dos

- Proofread!
- Make your CV easy to read and visually attractive.
- Use action words.
- Be consistent.
- Maintain a master CV/Resume.
 - Keep up-to-date
 - Never delete anything
- Use as the basis for each CV/Resume you use for job applications, fellowships, etc.

Emailing Your CV or Resume

- If email application is encouraged, send CV/Resume as attachment.
- Most people attach the cover letter too.
- PDF versions are an excellent choice.

Other Resources

- Your institutions career center
- Your Academic Department
 - Mock interviews
 - CV and cover letter help
 - Stage job talks

So you got an interview?!

- Getting an interview is an indication that you are near the top of the candidate pool for the job for which you applied.

What is an interview and what is its purpose?

- An goal-oriented exchange of information between an organization and a potential employee

It enables both parties to gauge the degree of fit between the candidate's goals and the employer's needs

Bishop, K. The art of Interviewing.

Academic vs. nonacademic interviews

- General techniques and fundamentals are very similar
- Academic
 - Very discipline-specific
 - Additional components
- Nonacademic
 - Make academic experiences relevant
 - Appear flexible and willing to learn
 - Don't overuse academic vocabulary

What's the purpose of the academic interview?

- A gauge of collegiality/rapport
- Institutional/individual fit (on many levels)
- Determining candidate "readiness" (scholarship, teaching, etc.)
- A test of professionalization

Questions

- Who has had an interview before?
- What do you wish you had done differently?

What Happens in an Interview?

- **Employer evaluates**
 - competence to do the job
 - potential to contribute
 - ability to mesh with team's characteristics
- **Candidate evaluates**
 - match between work and interests
 - degree of challenge and responsibility
 - potential for growth
 - amiability of the environment

Bishop, K. The art of Interviewing.

Preparing for Interviews

- **Know the other party (60%):**
 - What do they do?
 - How are they organized?
 - Where does the job fit into the bigger picture?
 - Who are the players?
 - What do they want in a candidate?

Preparation for Interviews

What to Research

- **The Employer (60%)**
 - mission statement
 - philosophy
 - history
 - organizational Chart (How does position fit within larger scheme)?
 - recent performance
 - S.W.O.T. analysis

Bishop, K. The art of Interviewing.

Gauging Fit

You

- Interests
- Values
- Skills
- Knowledge
- Personality
- Ambitions



Employer

- Mission
- Values
- Functions
- Expertise
- Environment
- Vision

Preparing for Interviews

■ **Know yourself (30%):**

- What will I gain by getting this job?
- What do I bring that they need?
- How would they recognize and reward it?

■ **Know the process(10%):**

- How comfortable am I talking about myself?
- Do I hear what the other person is saying?
- Am I aware of the impression I make?

Bishop, K. The art of Interviewing.

Preparation for Interviews

KNOW

■ **The Job**

- basic responsibilities
- specific (not generic) requirements
- its role in relation to the unit or division
- reporting lines
- how success is evaluated

Bishop, K. The art of Interviewing.

Behavioral Interviewing

- Employer asks questions about past behavior in order to predict what you **WILL DO** in the future (Only behavioral questions have a predictive value of over 10% for future results. In fact, success at behavioral questions is 50-60% predictive)

■ Pearson, G. Behavioral Interviewing.

Case Based Interviewing

- Used especially with consulting firms
- Interviewee is given a problem or dilemma facing a particular company. You are asked to analyze the situation, identify key business issues, and discuss how you would address the problems involved
- Designed to scrutinize the skills that are especially important in management consulting and related fields: quantitative skills, analytical skills, problem-solving ability, communications skills, creativity, flexibility, the ability to think quickly under pressure, listening skills, business acumen, keen insight, interpersonal skills, the ability to synthesize findings, professional demeanor, and powers of persuasion.

Interview preparation: Practice questions

- Think through possible questions and answers in advance
- Try to tailor answers to institution
- Anticipate any "tough" questions
- Participate in mock interviews

Answering Interview Questions

- Identify the skill sought by the question
- Think of a relevant situation from your own experiences
- Tell a story (facts tell, stories sell).
- Relate it back to the position
- Seek feedback or ask your own question

Answering Behavioral Questions

Give a PARK response

- P** Describe the situation/**problem**
- A** Describe the **action** YOU took
- R** Explain the **results**
- K** Reflect on the **knowledge** YOU gained

To succeed in an interview, you must know yourself well:

- Write down the top 5 achievements of your life so far—the things you are most proud of.
- Write down the top 5 things you like to do.
- What knowledge, abilities, and skills do you bring that someone without an advanced degree/ Ph.D. would have?

- The “Presence Factor”
- First impression
- Non-verbal
- Dress and demeanor
- Project energy, confidence and maturity
- Practice!

Interview DO's:

- Make eye contact
- Smile and be friendly
- Remain positive & enthusiastic
- Give a firm handshake
- Sit up straight
- Use mirroring techniques
- Relax!

Interview DON'Ts:

- Fidget
- Look down or away too much
- Use filler words
- Slouch
- Gesture too much
- Look at your watch too often

Practice Interviewing

Agenda Setting Questions

- Tell me about yourself
- Can you walk me through your resume?
- Why are you interested and why are you qualified for this position?

Skills key to the position questions

- Tell me about your current research. How did you design your project and what were your results (if you are a postdoc), how did it build or expand your graduate research?
- Can you discuss your range of research experience? What about your technical skills?
- Say your research is not producing impressive results. What criteria do you use to determine if and how you should continue on a particular path of research?

Project Management

- This position will require the successful candidate to develop research designs for small-and large-scale research projects. Can you tell me about a time you had to manage a project, from design and implementation to evaluation? How did you approach it, and what were challenges you had to overcome?

Interpersonal Communication Skills

- The successful candidate will be tasked with preparing technical memoranda and reports, preparing research reports intended for a wider audience, and communicating research results to clients and other external parties. What is your experience in these areas?
- Can you specifically discuss a time you have had to share highly technical material in a clear manner to a non-technical audience? Managers who don't have a science background
- Since you have been in science, at the bench, how do I know you'll be able to understand and interpret research findings at the clinical level?
- We often collaborate on under strict deadlines. Describe a successful collaboration on a written document. Did you face challenges and how did you address them?

People Management

- Supervising junior researchers is a key component of this position. Discuss your style when managing the work of those you supervise.
- Have you ever had to teach another staff member a new software system or skill? How did you do it?

Resiliency questions

- Tell me about a time you failed or faced a significant professional setback. How did you handle it?
- Why are you not choosing to pursue and academic career?

Other questions

- Tell me about a time when you faced a tight deadline and, at the last minute, your plans fell through. How did you respond? What was the outcome and what did you learn?
- What are your strengths? b) What are your weaknesses?
- If your life works out in the best way you can imagine, what will you be doing in five years?
- Tell me about your dissertation/research
- **Tell me how you used your sense of humor to defuse a difficult situation or teach an important lesson?**
- **Describe your perfect day?**
- Tell us about a situation in which students you taught learned a significant lesson?
- How would your students describe you?
- How will my students be better 10 years because of what we are learning today?'
- How do you balance your life? What do you do for fun?

Qualifications: General interview questions

- Why do you want to work for us?
- Why should we hire you? What do you have to offer?
- What have you done? (experiences, achievements, skills developed) What are you like?
- Where do you see yourself in 5 years?
- Why did you apply for this position?
- What facilities/resources do you require?
- What is your teaching philosophy?
- How do you feel about this institution? Do you think you could live in a small town?

Questions you might be asked in an academic interview (from The Academic Job Search Handbook)

- Why did you choose your dissertation topic?
- Can you tell me briefly what theoretical framework you used in developing your research?
- If you were to begin it again, are there any changes you would make to your dissertation?
- I see you have very few publications...?
- What are your plans for applying for external funding over the next few years?
- How do you see your research fitting in with the department?
- Who do you see yourself collaborating with?
- In your first semester you will be responsible for teaching our course XX, How would you structure it? What books would you use?
- What kind of a start-up package do you need?(Equipment, space, etc.)
- Can you summarize the kind of contribution you would make to our department?
- If you have more than one job offer, how will you decide?

Tell me about yourself....

- A brief statement of what/who you consider yourself to be at this stage of your life.
- Detail about your path to this point and where you see your career going.
- Add a closure where you state one solid reason that you'd be a good fit for the company you are meeting with.

If your life works out in the best way you can imagine, what will you be doing in five years?

- Shows if you are forward thinking.
 - May demonstrate other talent you could offer the organization?
 - Redirect: Ask interviewer at any time to "tell me what you would like to hear more about".
- Or
- "Would an accomplishment like this be useful here?"

The Dissertation/Research

- ▶ Have different versions for the question: "Tell me about your dissertation/research" depending on audience
- ▶ Keep the spiel short: 60-90 seconds
- ▶ Put the "So what?" up-front Describe the contribution you are making to the field. What do we know now that we didn't before and why do we care?
- ▶ Stay concise without tangents
- ▶ Be able to expand if asked
- ▶ Be ready to talk about future research plans including the dissertation → publication (book and/or articles) and additional project(s).

Why do you want to work here?

- Focus on their needs and what you bring to them, not why the position is good for you.
- Consider answering with some form of, "That's why I'm here today, to find out exactly how my skills can work here...and, let me tell you what I have learned and how my skills and experiences may match your needs."

Tell us about a situation in which students you taught learned a significant lesson?

- This question gets to the root of your educational philosophy and core attitudes about students and teaching.
- When undergraduates are asked about their favorite teacher (the one who had a positive impact) they say things like, "She maintained high expectations of me," or "He made me feel worthwhile and important".

How would your students describe you?

- The best candidates recognize that this question requires a moment to think before replying.
- The ability to “identify” or see things from another person's point of view is extremely important for individualizing instruction at the student level and for appreciating diversity.

How do you balance your life? What do you do for fun?

- Research about educators who maintain positive mental health indicates that they have found ways to balance work and play.
- Most people with hiring authority are looking for talented people with good mental health who are fun to be around.

Difficult Questions

- ▶ Strategize responses in advance—i.e., if you know you have a weak point, be ready to address it as well as you can
- ▶ Pause for time
- ▶ Acknowledge the difficulty of the question
- ▶ Provide an example of how you handled something similar in the past (if relevant)
- ▶ Deflect entirely (with as much grace as you can muster) if necessary

Your Questions

- Opportunity to determine if you will “fit” with the institution
- Display your knowledge and enthusiasm
- Follow up on things you learn during visit
- Avoid salary & benefits questions
- Ask about:
 - Culture
 - Promotion and tenure
 - Evaluation process
 - Developmental opportunities
 - Community

Your questions

- What do you think will be the most challenging for the selected candidate in the first 6 months?
- Will you tell me about your initial training program/period? Is there an endpoint? How long does it last?
- One year from now, what will I have accomplished for you, so that you can write the best possible performance review?
- What are your biggest priorities? What projects do you need done? In what order do you need to get them done?
- What could I do in the first year on the job that would make both of us look like geniuses?
- Is there a general timeframe for consideration and promotion?
- What is the next step in the hiring process?

Questions/Comments?

Ph.D. Career Services
Matt Helm, Ph.D. Career Consultant
113 Student Service Building
Office: 884-1351
Helmmatt@msu.edu
<http://grad.msu.edu/career.htm>