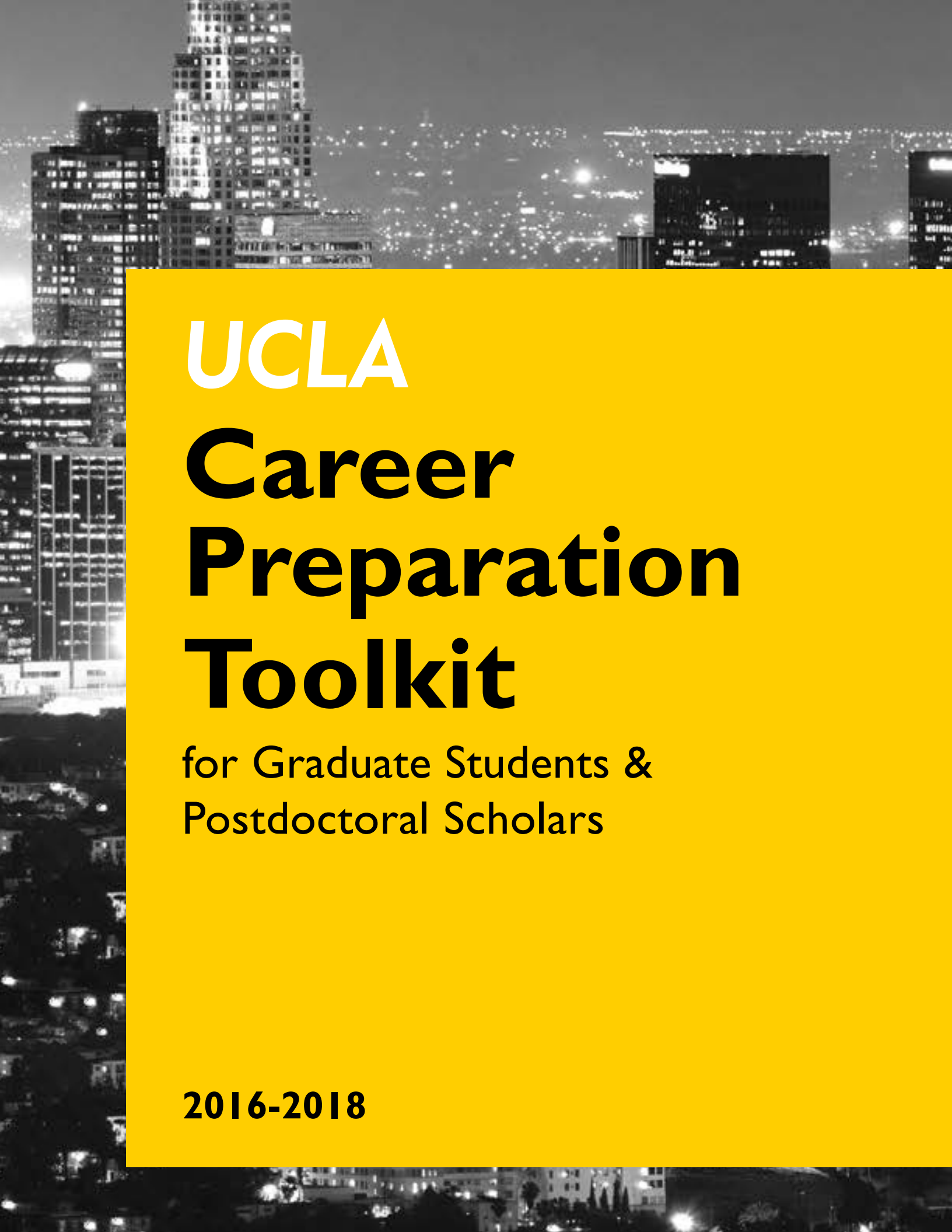




# **UCLA** **Career** **Preparation** **Toolkit**

for Graduate Students &  
Postdoctoral Scholars

**2016-2018**

# Welcome Message

Preparing for your future requires focus and planning. The UCLA Career Preparation Toolkit for Graduate Students and Postdoctoral Scholars is designed to help you think critically about how to navigate a lifetime of career decisions.

## How to Use this Guide

Designed for master's and doctoral students and postdoctoral scholars, the Toolkit will help you develop strategies and evaluate options as you pursue your goals.

Regardless of your professional objectives, being able to communicate effectively with different audiences, lead and manage projects, and solve complex problems will be valuable assets to potential employers. Assessment activities, sample application documents and professional etiquette tips are embedded throughout the Toolkit to help you build these key skills.

In addition to providing this Toolkit, the Graduate Division and Career Center partner to deliver services for UCLA graduate students and postdocs. We encourage you to use this Toolkit as a road map as you take advantage of the unique professional development events, employer/alumni networking sessions, and other resources and services designed just for you.

We wish you continued success at UCLA and beyond!

Wesley E. Thorne II  
Director, UCLA Career Center



Robin L. Garrell  
Vice Provost for Graduate Education  
Dean, UCLA Graduate Division



# Campus Professional Development Resources

## for Graduate Students and Postdoctoral Scholars

(GS = Graduate Student Eligible, PDS = Postdoctoral Scholar Eligible)

### Graduate Student Resource Center

The Graduate Student Resource Center is a resource, referral and information center for UCLA graduate and professional school students. The office is a Graduate Students Association (GSA) Initiative that is managed by Student Affairs. We also work with GSA to organize Graduate Student Orientation and Equity, Inclusion and Diversity Graduate Welcome Day each fall.

- › Drop-in advice and assistance for graduate and professional school students (GS)
- › Meeting and study space (GS)
- › Programs and workshops on a variety of topics (GS)

Home of the Graduate Writing Center (GS)

### Graduate Division

The Graduate Division serves as the central administrative office for graduate student and postdoctoral scholar policy, recruitment and admissions along with funding, diversity, and professional development programs.

- › Professional Development Events (GS, PDS)
- › On-Campus and Extramural Fellowships (GS, PDS)
- › Diversity Programs (GS, PDS)
- › Postdoctoral Scholar leadership opportunities, resources, referrals, and policy (PDS)

### Graduate Writing Center

The Graduate Writing Center provides writing support for registered UCLA graduate and professional students.

- › One-on-One Writing Appointments (GS)
- › Writing Workshops (GS)
- › Dissertation and Thesis Programs (GS)

### David Geffen School of Medicine Office of Postdoctoral Affairs (PDS)

The Office of Postdoctoral Affairs works to promote the affairs of bioscience postdoctoral trainees across campus through career development opportunities, support for developing funding, and training in scientific best practices and responsible conduct in research.

- › Professional Development Events (GS, PDS)
- › Responsible Conduct in Research Training (GS, PDS)
- › Bioscience Postdoc Educational Leadership Program (PDS)

### Career Center



The UCLA Career Center offers a wide range of professional development and career preparation services to address the specific needs of Master's and PhD students.

- › One on One Career Advising Appointments (GS)
- › Master's and PhD Employer Recruitment Events (GS)
- › Career Preparation Workshops (GS)
- › Professional Development Events and Conferences (GS)



### **Dashew Center for International Students and Scholars**

The Dashew Center for International Students & Scholars serves the international community at UCLA as the central hub for contact, resources, support and advocacy for international students and scholars.

- Support UCLA international students through immigration, personal, academic, and cultural advisement (GS)
- Provide comprehensive services for visiting international researchers, scholars, professors, and postdoctoral scholars (PDS)
- Design, implement, and promote a wide range of programs, trainings, and resources to enrich the student and scholar experience (GS, PDS)

### **Counseling and Psychological Services**

Counseling and Psychological Services (CAPS) is a multidisciplinary student mental health center for the UCLA campus.

- Individual counseling and psychotherapy, group therapy, couples counseling, emergency intervention, and psychological testing; psycho-educational programs and workshops (GS)
- Psychiatric evaluation and treatment (GS) Crisis consultation, mentoring programs and organizational consultation (GS)
- Clinical training for mental health professionals at the masters, doctoral, and postdoctoral and residency level (GS, PDS)

### **Business of Science Center**

The UCLA Business of Science Center prepares scientific, engineering, law, medical and business graduate students and postdocs for careers in the private sector.

- Venture Team Program, MedTech Innovation Program, Social Entrepreneurship Initiative, and Advancing Women in Science and Engineering (AWiSE) (GS, PDS)
- Business of Science Certificate Program
- Faculty and Industry Mentoring (GS, PDS)
- Entrepreneurship courses, lectures, workshops, and seminars (GS, PDS)

### **Campus Human Resources**

Campus Human Resources provides information and resources on benefits, job and career opportunities, training and development services, policies, workplace programs and employee resources.

- UCLA Staff and Faculty Counseling Center (PDS)
- Training and Development Opportunities (PDS)

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# Master's Student Timeline, 2 Year

(for 1 year programs, same goals apply in a shorter time frame)

| Year I                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Self- Assessment & Development                 | <ul style="list-style-type: none"> <li>› Create an Individual Development Plan (IDP) to outline your academic and professional goals. Seek advice from your advisor, mentor or Career Counselor on your IDP.</li> <li>› Make an appointment with a Career Counselor to take a self assessment. Considering your interests, skills, and values will help you target companies and jobs that will be the best fit for you.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Career Path Preparation                        | <p><b>Job Search</b></p> <ul style="list-style-type: none"> <li>› Register for a <a href="#">BruinView™</a> account to access UCLA's job database, RSVP for workshops and events, and make career counseling appointments</li> <li>› Complete an On Campus Recruitment (OCR) Orientation to be eligible to participate in On Campus Recruitment for internships and jobs</li> </ul> <p><b>Expand Your Network</b></p> <ul style="list-style-type: none"> <li>› Fall quarter is recruiting season for many industries such as Finance, Accounting, Consulting, and Engineering, among others</li> <li>› Attend Career Fairs, Information Sessions and Networking Events to learn about internships or full time positions and application timelines</li> </ul> <p><b>International students</b></p> <p>Be sure to make an appointment with the Dashew Center to learn about your CPT and OPT options for work eligibility.</p> |
| Communication Skills                           | <p>Look for opportunities to publish, present your work/projects, and improve your presentation skills.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Project Management, Leadership & Collaboration | <p>Expand your leadership skills by participating in:</p> <ul style="list-style-type: none"> <li>› Student organizations</li> <li>› Internships</li> <li>› Volunteer work</li> <li>› Part-time employment</li> <li>› Committee work through your department or other organizations on campus</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Summer

### Self- Assessment & Development

Assess and update your Individual Development Plan (IDP).

### Career Path Preparation

#### Expand Your Network

- Conduct informational interviews with professionals in industries or companies of interest to you
- Build your professional brand and expand your network by creating a LinkedIn profile
- Begin creating a target list of companies that are of interest to you

#### Job Search

- Meet with a Career Counselor to do a mock interview to practice your interviewing skills
- Meet with a Career Counselor to revise your resume and cover letter for fall/winter recruiting
- Begin requesting letters of recommendation from your advisor and former supervisors. If you completed an internship this summer, be sure to request one from this employer.

#### Gain Experience

- Apply for and complete a summer internship

### Communication Skills

Attend professional conferences in your field to expand your professional network.

### Project Management, Leadership & Collaboration

- Volunteer to give back to the community and expand your transferable skills as well as your professional network
- Use [volunteermatch.org](http://volunteermatch.org) to find opportunities in your area

## Year 2

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Self- Assessment<br>& Development                 | Update your Individual Development Plan (IDP) and determine if there are skills or experiences you wish to gain before graduation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Career Path Preparation                           | <p><b>Expand Your Network</b></p> <ul style="list-style-type: none"> <li>➤ Attend Career Fairs, Information Sessions and Networking events to inquire about full-time positions</li> <li>➤ Continue professional networking, informational interviewing and company research</li> <li>➤ Send emails to your professional network to inquire about positions or referrals</li> </ul> <p><b>Job Search</b></p> <ul style="list-style-type: none"> <li>➤ Read job postings regularly to identify valued skills and hiring trends in the industry you are interested in</li> <li>➤ Revise/update your resume and cover letter</li> <li>➤ Research starting salaries in your field</li> <li>➤ Apply for full-time positions. Utilize online websites, job boards, and job databases.</li> <li>➤ Practice Interviewing questions specific to your industry</li> <li>➤ Attend a negotiation skills workshop, research offer letters/practices in your field, and meet with a Career Counselor to learn how to negotiate job offers</li> </ul> <p><b>International students</b></p> <p>Make an appointment with the Dashew Center to apply for your OPT card to have it by graduation.</p> |
| Communication Skills                              | Attend professional conferences in your field to present your work and expand your professional network.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Project Management,<br>Leadership & Collaboration | <ul style="list-style-type: none"> <li>➤ Seek out opportunities to collaborate on research projects within or across departments to expand your skill set</li> <li>➤ Join professional associations in your field</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

# Doctoral Student Timeline

| Years 1-2 (Coursework & Exams) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Self- Assessment & Development | <ul style="list-style-type: none"><li>› Draft an initial timeline (5-7 years) for degree completion with short and long term goals (discuss with your advisor)</li><li>› Start with goal completion date</li><li>› Include degree milestones, funding deadlines and conferences</li></ul> <p>Expand skills and experience through:</p> <ul style="list-style-type: none"><li>› Teaching Assistant opportunities</li><li>› Departmental or campus committees</li><li>› Workshops/courses outside your dept</li><li>› Part-time/summer employment</li></ul> |
| Career Path Preparation        | <ul style="list-style-type: none"><li>› Set up a LinkedIn Profile</li><li>› Start an achievements file: Track research and teaching</li><li>› Meet and network with graduate students and faculty in your department and around campus</li><li>› Develop your networking connections matrix (<a href="#">see page 28</a>)</li><li>› Attend talks and presentations to network with other attendees and presenters</li><li>› Review job ads to see what specialties/skills are expected of applicants</li></ul>                                            |
| Communication Skills           | <ul style="list-style-type: none"><li>› Identify and become familiar with relevant journals and prominent figures in your field for potential publishing opportunities</li></ul>                                                                                                                                                                                                                                                                                                                                                                          |

## Years 2-4 (Exams, Research & Dissertation Work)

### Self- Assessment & Development

- Set goals for career exploration, draft an action plan
- Stay healthy with rest, exercise, diet, and recreation
- Explore your interests, values, and skills

Keep expanding skills and experience:

- Take on a leadership role
- Apply for research and travel grants
- Propose a course to teach
- Collaborate on a project

### Career Path Preparation

- Update your LinkedIn profile and CV regularly
- Begin identifying types of institutions/companies of interest to you
- Conduct informational interviews with employed faculty and other professionals
- Attend professional conferences as a volunteer, discussant, or facilitator to expand contacts in your discipline
- Meet and network with professionals outside of academia
- Keep reviewing job ads for qualifications and adjust career plan as needed

### Communication Skills

- Submit papers, panels, proposals and poster sessions for conferences
- Start to submit articles, aiming for publication before job application

## Years 4+ (Final Research & Dissertation Work)

### Self-Assessment & Development

- Evaluate your values and how well your career goals align
- Determine your career trajectory, explore options to actively pursue, and update your action plan
- Review your career portfolio for any obvious gaps in training or experience
- Stay healthy with rest, exercise, diet, and recreation

Keep expanding your skills and experience:

- Use career development resources
- Get part-time work or internship to build transferable skills related to your career goals
- Attend job search workshops

### Career Path Preparation

- Attend an OCR (on campus recruitment) orientation at the Career Center or online at MyUCLA
- Start exploring specific positions of interest and postdoc opportunities
- Monitor developments and trends in discipline for emerging and declining opportunities
- Attend professional development events to expand network to include alumni and industry contacts
- Attend career and employer information sessions to connect with recruiters
- Continue growing your on and off-campus networks using LinkedIn and by attending networking events
- Draft applications materials relevant for your employment objective
- Update your CV, resume and LinkedIn quarterly

### Communication Skills

- Identify opportunities to present your work to the public
- Develop an “elevator” or research pitch

## Final Year (Dissertation Work & Employment)

### Self- Assessment & Development

- Review and finalize timeline for completion of degree and update regularly
- Review your job search goals, revise as needed, and update your action plan
- Stay healthy with rest, exercise, diet, and recreation

Maintain your competitive edge:

- Finish your dissertation
- Professionalize your wardrobe

### Career Path Preparation

- Update your LinkedIn profile and CV tailored to specific roles you are targeting
- Finalize application materials (including references) and tailor them as needed
- Match your skills, experience and interests to the jobs/institutions/ companies to which you are attracted
- Use your network contacts to learn more about positions and institutions/ companies to which you are applying
- Let network contacts know you are actively looking for a job
- Search for and apply to job openings and postdoc positions

### Communication Skills

- Schedule a mock interview with your advisor and the career center
- Continue to present your work to diverse audiences

# Postdoctoral Scholars Timeline

| Early Stage (Entering Postdoc)                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Self- Assessment & Development                 | <ul style="list-style-type: none"> <li>› Create an Individual Development Plan (IDP) and discuss the plan with your faculty mentor</li> <li>› Draft timeline for the experiences and skills you wish to gain in your postdoc - update as needed</li> </ul>                                                                                                                                                                                                                                                                                                |
| Career Path Preparation                        | <ul style="list-style-type: none"> <li>› Create and update a LinkedIn profile and join relevant LinkedIn groups</li> <li>› Meet and network with postdocs and faculty in your department and around campus</li> <li>› Attend career panels and conferences to explore various career paths and requirements</li> <li>› Join relevant professional organizations and academic societies</li> <li>› Review job ads to see what is expected of applicants and what specialties/skills are in demand</li> <li>› Update your CV and create a resume</li> </ul> |
| Communication Skills                           | <ul style="list-style-type: none"> <li>› Attend workshops and develop skills in handling conflict, managing up, and presentation skills</li> <li>› Identify important journals in your field for potential publishing opportunities</li> </ul>                                                                                                                                                                                                                                                                                                            |
| Project Management, Leadership & Collaboration | <p>Expand skills and experience through:</p> <ul style="list-style-type: none"> <li>› Departmental or campus committees</li> <li>› Attend workshops outside of your department</li> <li>› Apply for outside funding/grants (training grants/fellowships, career development awards, research grants)</li> </ul>                                                                                                                                                                                                                                           |
| Teaching & Mentorship                          | <ul style="list-style-type: none"> <li>› Attend teaching workshops and seminars</li> <li>› Audit a course</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Middle Stage (During Postdoc)

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Self- Assessment & Development                 | <ul style="list-style-type: none"> <li>➤ Review your career portfolio for any obvious gaps in training or experience</li> <li>➤ Stay healthy with rest, exercise, diet, and recreation</li> </ul>                                                                                                                                                                                                                                                                                                              |
| Career Path Preparation                        | <ul style="list-style-type: none"> <li>➤ Update CV, resume and LinkedIn profile quarterly</li> <li>➤ Write CV &amp; Resume and update quarterly</li> <li>➤ Conduct informational interviews with employed faculty and other professionals and identify additional mentors as needed for career goals</li> <li>➤ Meet and network with professionals outside of academia</li> <li>➤ Attend professional conferences as a volunteer, discussant, or facilitator to expand contacts in your discipline</li> </ul> |
| Communication Skills                           | <ul style="list-style-type: none"> <li>➤ Present your research at conferences, departmental talks, and poster sessions</li> <li>➤ Submit articles, aiming for publication before job application</li> </ul>                                                                                                                                                                                                                                                                                                    |
| Project Management, Leadership & Collaboration | <p><b>Keep expanding skills and experience:</b></p> <ul style="list-style-type: none"> <li>➤ Take on a leadership role</li> <li>➤ Collaborate on a project</li> <li>➤ Apply for outside funding/grants (training grants/fellowships, career development awards, research grants)</li> </ul>                                                                                                                                                                                                                    |
| Teaching & Mentorship                          | <ul style="list-style-type: none"> <li>➤ Attend teaching workshops and seminars</li> <li>➤ Mentor graduate students</li> <li>➤ Observe a faculty taught course or assist your PI in developing a syllabus or curriculum for a course</li> </ul>                                                                                                                                                                                                                                                                |

## Late Stage (End of Postdoc)

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Self- Assessment<br>& Development                 | <ul style="list-style-type: none"> <li>➤ Review your career portfolio goals, revise as needed, and update your action plan</li> <li>➤ Discuss career goals and action plan with faculty mentor and other supporters (see page 28)</li> </ul>                                                                                                                                                                               |
| Career Path Preparation                           | <ul style="list-style-type: none"> <li>➤ Finalize application materials (including references) and tailor them as needed</li> <li>➤ Search for and apply to job openings</li> <li>➤ Keep in touch with relevant network contacts wdeveloped previously</li> <li>➤ Meet with your potential references and share your plans and updated CV/Resume</li> <li>➤ Tailor your LinkedIn profile to targeted industries</li> </ul> |
| Communication Skills                              | <ul style="list-style-type: none"> <li>➤ Develop a summary of your research and adapt for diverse audiences (peers, faculty, potential employers, lay audiences)</li> <li>➤ Draft application materials relevant for your employment objective</li> </ul>                                                                                                                                                                  |
| Project Management,<br>Leadership & Collaboration | <p><b>Keep expanding your competitive edge:</b></p> <ul style="list-style-type: none"> <li>➤ Gain management/supervisory experience</li> <li>➤ Explore logistics of lab set-up and lab budgeting/finance</li> <li>➤ Begin researching early-career awards</li> </ul>                                                                                                                                                       |
| Teaching & Mentorship                             | <ul style="list-style-type: none"> <li>➤ Attend teaching workshops and seminars</li> <li>➤ Consider applying to a teaching-focused postdoc fellowship</li> </ul>                                                                                                                                                                                                                                                           |

## Online Assessments & Resources

Choosing your future career path is a very complicated decision that will continue to evolve throughout your professional life. Career assessment tools help you identify your strengths and skills, understand your work and communication style, and reflect on your core values that can be valuable as you develop professionally.

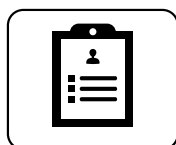
You can access the following tools online or with the help of a career counselor.



### Life Values Inventory Online (LVIO)

LVIO was developed to help individuals and organizations clarify their values and serve as a blueprint for effective decision-making and optimal functioning.

- The program is comprised of 5 steps including an assessment portion and results and strategies section



### Individual Development Plan (MyIDP)

MyIDP is a career development and planning tool for biomedical scientists, though it can be adapted for STEM disciplines.

MyIDP provides:

- Exercises to help you examine your skills, interests, and values
- An algorithm to help you identify which careers best fit your current skills and interests from a list of 20 scientific career pathways
- A tool for setting strategic goals for the coming year, with optional reminders to keep you on track
- An opportunity to help map out or frame your career development plans, skills and interests when meeting with your faculty advisor or PI



### Myers-Briggs Type Indicator (MBTI)

MBTI is a personality assessment tool, available for graduate students, to help better understand your personality preferences and align your career choices and planning with those preferences. The MBTI is free for all graduate students, however, it must be administered by a career counselor.

To schedule an appointment visit BruinView™ and a counselor will meet with you to discuss the tool and gauge if it is appropriate for your needs.

## Graduate Student & Postdoctoral Scholar Professional Development Website

The [UCLA Professional Development website](#) is a collaborative project of UCLA campus units representing the interests of graduate students and postdoctoral scholars at UCLA. We provide a calendar of workshops, speakers and presenters on and off campus who can provide insight and expertise on professional and career development topics.

- › Subscribe to the RSS feed for upcoming events
- › All professional development events across campus are posted here
- › Individual Development Plan information for students, postdocs and faculty
- › Versatile PhD
- › Opportunities unique to graduate students and postdocs

### Versatile PhD

The oldest, largest online community dedicated to nonacademic and non-faculty careers for PhDs in humanities, social science and STEM fields. UCLA Career Center and The Graduate Division hold a subscription to this site where graduate students and postdocs can access premium content and use the site to network with fellow PhDs in a range of career paths, look at sample application documents, and participate in panel discussions. A few additional ways to use [Versatilephd.com](#) are listed below:

- › To access premium content, you will need to log in through the UCLA Career Center website or the Graduate Student and Postdoctoral Scholar Professional Development Website
- › Discover interesting career paths – Use the PhD Career finder
- › Consult the community
- › See job listings appropriate for PhDs
- › Network with successful PhDs nationwide
- › Attend local meet ups

## BruinView™



[BruinView](#) grants one-stop access to hundreds of jobs and internships as well as access to other essential employment and internship resources specifically for UCLA students and eligible alumni. Submit your resume to one or more of our graduate student-specific resume books, RSVP for employer information sessions, and view career fair directories. You can also set up graduate student specific career counseling appointments, and view all upcoming events hosted by the Career Center.

- › One on one Career Advising Appointments
- › Job Listings
- › Internships Listings
- › Graduate-specific Opportunity Lists
- › Resources, including Versatile PhD and Goinglobal

# Transferable Skills Analysis

The following list of transferable skills is a great start to identifying and prioritizing your skills gained as a graduate student, postdoc, and through other experiences. Using the list below, check the box next to the skills you feel confident using. Then evaluate the checked skills and underline those that you enjoy doing daily.

## Research & Information Management

- Locate and assimilate new information rapidly, applicable to a given problem
- Understand and synthesize large quantities of complex information
- Design research instruments (e.g., surveys) and effectively analyze results
- Develop organizing principles to effectively sort and evaluate data

## Analysis & Problem Solving

- Clearly define a problem and identify possible causes
- Comprehend large amounts of information
- Form and defend independent conclusions
- Design an experiment, plan, or model that defines a problem, tests potential resolutions and implements a solution

## Communication Skills – Written & Oral

- Prepare concise and logically written materials, for different audiences in different contexts: from abstracts to book-length manuscripts
- Edit and proofread
- Organize and communicate ideas and complex information effectively in oral presentations to specialized and non-specialized audiences in small and large groups
- Persuade others in both written and oral format using logical argument
- Write effective grant and research proposals

## Interpersonal & Leadership Skills

- Facilitate group discussions or conduct meetings
- Teach skills or concepts to others
- Work effectively in teams, and collaborate on projects
- Navigate complex or bureaucratic environments effectively
- Diplomatically communicate and respond to positive or negative feedback
- Motivate others to complete projects
- Build consensus among groups or individuals (e.g., with your department/committee)
- Effectively mentor subordinates and/or peers

## Organization & Management

Manage a project or multiple projects from beginning to end  
Identify and establish goals or tasks to be accomplished in a reasonable timeline

Organize and prioritize tasks

Anticipate possible challenges

Maintain flexibility in the face of changing circumstances

## Supervision Skills

Evaluate others' performance (e.g., grade exams or papers)

Monitor or oversee the work of others in a lab or classroom, and provide feedback

## Self Management, Work Habits & Entrepreneurial Skills

Meet deadlines and manage competing priorities

Perform under pressure

Work independently

Acquire funding (e.g., write grant/fellowship proposals) and manage a budget



### **Helpful Tip**

Use Your Transferable Skills to  
Explore Career Options

go to [www.indeed.com](http://www.indeed.com) and  
enter in one of the transferrable  
skill categories you have  
identified as a search term  
with either your discipline, or  
an interest area.

---

Rank order the top five skills that you do well, and enjoy doing daily.

1.

2.

3.

4.

5.

Do any of these fall under a particular skill category?

## SWOT Analysis

Identify a job description or career field that you are interested in pursuing. Using the following criteria, analyze yourself and the external landscape for that career field. This will help you identify your strengths as a candidate, areas for improvement, and networks/training opportunities to build toward this career.

|               |                                                                                                                                                                                       |  |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Strengths     | <p>What do I do well?</p> <p>What is my biggest achievement?</p> <p>What do others recognize me for?</p> <p>What personal qualities do I possess?</p>                                 |  |
| Weaknesses    | <p>What do I need to improve?</p> <p>What tasks do I typically avoid?</p> <p>What are my personal flaws?</p>                                                                          |  |
| Opportunities | <p>What are the trends in my professional industry/discipline?</p> <p>Who can support me in achieving my goals?</p> <p>What additional training or experience is available to me?</p> |  |
| Threats       | <p>What are the obstacles?</p> <p>Who is competing for this kind of job/career?</p> <p>What macro-level changes might impact this career?<br/>(political, environmental)</p>          |  |

# Values Worksheet

Place the abbreviation for each of the values listed in the **Work Values Inventory** into one of the categories below to indicate how important each value is to you in your work.

| Highly Important                        | Moderately Important | Not Important |
|-----------------------------------------|----------------------|---------------|
| Rank order the values in this category. |                      |               |

## Work Values Inventory<sup>1</sup>

- |                        |                             |                                        |
|------------------------|-----------------------------|----------------------------------------|
| Achievement (ACH)      | Health (HAE)                | Mechanical and physical activity (MPA) |
| Advancement (AVA)      | High income (HIN)           | Moral and religious concerns (MRC)     |
| Adventure (AVE)        | Home and leisure life (HLL) | Outdoor work (OUT)                     |
| Aesthetics (AES)       | Independence (IND)          | Physical appearance (PHA)              |
| Predictable work (PRE) | Friendships at work (FRI)   | People contact (PEC)                   |
| Competition (COM)      | Interesting work (INT)      | Recognition (REC)                      |
| Early entry (EAN)      | Leadership (LEA)            | Security (SEC)                         |
| Altruism (ALT)         | Exhibition (EXH)            | Status/prestige (STP)                  |
| Creativity (CRE)       | Lifestyle (LIF)             | Variety (VAR)                          |
| Fairness (FAI)         | Location of work (LOC)      | Work environment (WEN)                 |

## Top Ten Work Values

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

<sup>1</sup> Lock, R. D. (2004). Taking charge of your career direction: Career planning guide, book 1 (5th ed.). Belmont, CA: Thomson/Brooks Cole

## Career Decision-Making Matrix

The Decision Making Matrix worksheet will help you summarize many factors that can affect your decision to accept a position. Before feeling confident about what choices you will make, you also may want to use additional decision-making models, gather more information, or talk to others. Follow the steps below to complete the chart on the next page.

|        |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step 1 | At the top of the worksheet, list up to three options you are considering and comparing.                                                                                                                                                                                                                                                                                                                         |
| Step 2 | In the left hand column, list up to seven values or factors that impact your decision, for example, hours per day, cost of living, impact, prestige, work-life-balance, etc.                                                                                                                                                                                                                                     |
| Step 3 | In the “Importance of Value” column, rate how important the value is in your decision on a scale of 1-5. ( 1 = not very important 5 = absolutely critical )                                                                                                                                                                                                                                                      |
| Step 4 | In the “probability” column, rate the likelihood that each option will fulfill each value on a scale of 1-5. ( 1 = very little chance the value will be fulfilled 5 = no doubt the value will be fulfilled )                                                                                                                                                                                                     |
| Step 5 | Multiply the Importance number by the Probability number and enter that into the Subtotal column for each option.                                                                                                                                                                                                                                                                                                |
| Step 6 | Add the subtotals for each column and enter the amount at the bottom underneath each option.                                                                                                                                                                                                                                                                                                                     |
| Step 7 | Compare the totals of each option. Note which option has the highest total.                                                                                                                                                                                                                                                                                                                                      |
| Step 8 | Some students and postdocs feel comfortable that the highest score represents their best option. Other students and postdocs use the worksheet more than once during the decision making process for a number of reasons. For example, they may find that the values they initially used have shifted in priority, or they may add or delete values to their list, which might offer a different set of ratings. |

Sample:

| Options:                            |            | 1. Pursue Teaching Position<br>in Liberal Arts School |          | 2. Pursue Career in<br>Management Consulting |          | 3. Pursue postdoctoral positions<br>to continue to build research<br>record |          |
|-------------------------------------|------------|-------------------------------------------------------|----------|----------------------------------------------|----------|-----------------------------------------------------------------------------|----------|
| Values                              | Importance | Probability                                           | Subtotal | Probability                                  | Subtotal | Probability                                                                 | Subtotal |
| 1. Prestige (STP)                   | 3          | 4                                                     | 12       | 5                                            | 15       | 2                                                                           | 6        |
| 2. My family will respect me (REC)  | 4          | 5                                                     | 20       | 3                                            | 12       | 3                                                                           | 12       |
| 3. Intellectually stimulating (INT) | 3          | 4                                                     | 12       | 3                                            | 9        | 4                                                                           | 12       |
| 4. Location (LOC)                   | 5          | 3                                                     | 15       | 3                                            | 15       | 4                                                                           | 20       |
| 5. Advancement opportunities (AVA)  | 2          | 2                                                     | 4        | 5                                            | 10       | 2                                                                           | 4        |
| 6. Impact society (ALT)             | 4          | 5                                                     | 20       | 4                                            | 16       | 2                                                                           | 8        |
| 7. Financial security (SEC)         | 5          | 3                                                     | 15       | 5                                            | 25       | 2                                                                           | 10       |
| Totals:                             |            |                                                       | 98       |                                              | 102      |                                                                             | 72       |

| Options: |            | 1.          |          | 2.          |          | 3.          |          |
|----------|------------|-------------|----------|-------------|----------|-------------|----------|
| Values   | Importance | Probability | Subtotal | Probability | Subtotal | Probability | Subtotal |
| 1.       |            |             |          |             |          |             |          |
| 2.       |            |             |          |             |          |             |          |
| 3.       |            |             |          |             |          |             |          |
| 4.       |            |             |          |             |          |             |          |
| 5.       |            |             |          |             |          |             |          |
| 6.       |            |             |          |             |          |             |          |
| 7.       |            |             |          |             |          |             |          |
| Totals:  |            |             |          |             |          |             |          |

## Industry Lists

### Science, Technology, Engineering & Math

- › STEM Education in K-12 Schools
- › Support of Science & Engineering Related Products
- › Science & Technology Policy
- › Science & Technology Education and Outreach
- › Public Health Related Careers
- › Teaching Intensive Careers in Academia
- › Intellectual Property
- › Science Writing
- › Sales & Marketing of Science and/or Engineering Products
- › University & Research Administration
- › Clinical Practice
- › Scientific & Medical Testing
- › Research & Teaching Careers in Academia
- › Business of Science & Consulting
- › Clinical Research Management
- › Principal Investigator at a Research Intensive Organization
- › Entrepreneurship
- › Drug/Device Approval & Production
- › Research in Industry
- › Research Staff at a Research Institution
- › Big Data

### Social Science, Humanities & Education

- › Public Education & Training
- › Academic & Higher Education Administration
- › Administration & Management
- › Research, Assessment & Analysis
- › Writing, Publishing & Editing
- › Consulting
- › Entrepreneurship
- › Communication, Public Relations & Marketing
- › Human Services
- › Advocacy
- › Performing & Fine Arts
- › Development & Fundraising
- › Diplomacy & Mediation
- › Research & Teaching Careers in Academia
- › Teaching Intensive Careers in Academia
- › Translation & Interpretation
- › Data Management



#### **Helpful Tip**

Visit the [occupational outlook handbook](#) to learn about the outlook and trends.

# Informational Interviewing

Informational Interviews are 20-60 minute long conversations for you to ask questions, listen, and learn about organizations, career paths, and industry trends from a professional in a field of interest. This is also an excellent way to expand your network in a particular industry, and gain more nuanced information about a career or organization.

This is not the same as a job interview, so use the time to listen and learn.

When you reach out to a potential contact, communicate these three things:

1. Why you are reaching out: What would you like to learn about them? It is best to be brief in your explanation.
2. Why THEY are the best person for you to learn from: What makes them unique in their field? What about their career, position, or work intrigues you?
3. What you are asking for: How much time will you need? Do you want to meet in person, through Skype, or by phone? Offer times to meet, but indicate that you can adjust to their schedule. Ask for 20-30 minutes of their time.

---

## Sample Informational Interview Request (Email)

Dear Dr. \_\_\_\_\_,

I am a current (PhD Student/Postdoc) at UCLA in the Bioengineering Department, and I came across your name while browsing the UCLA LinkedIn alumni group. Over the past 6 years my research has been focused on the use of nanotechnology in medical devices. Although this work has been gratifying, I am now seeking to shift my career into science policy.

If possible, I would like to learn more about your work in science policy at AAAS. The opportunity to learn about your career trajectory, and any advice you might be willing to share regarding steps I could start taking now would be greatly appreciated. If you are available for 20-30 minutes in the next month we could meet over coffee (my treat), Skype, or talk by phone.

Thank you and I look forward to hearing from you.

Sincerely,

Jillian Engineer  
jengineer@ucla.edu



### Helpful Tip

Do not take it as a rejection if the contact offers to chat via phone when you requested an in person meeting. Remember their schedules are busy.

## Sample Informational Interview Questions

### Career Exploration

- › What are your major responsibilities?
- › What is the most interesting project you have worked on?
- › What is the most/least rewarding aspect of your job?
- › Would you choose this career again?
- › What is a typical day like, or what does an average work week involve?
- › What is the most common career path?
- › What obligations are expected of you outside of the actual job?
- › What are some lifestyle considerations for this career field?
- › What are some common entry-level positions in the field?
- › What kind of salary range and benefits could an entry level position expect to receive? **NOTE: You are not asking for their specific salary!**
- › What kind of individual (skills/personality) would be best suited for these entry-level positions? What types of people typically do well in this field?
- › What are the most important factors used when hiring?
- › What is the best educational preparation for a career in this field?
- › Which classes and experience would be most helpful to obtain while still in my degree program?
- › How high is turnover?
- › How does one move or advance within the organization?

### Job Search and Industry Knowledge

- › How do people find out about open positions in this field?
- › What types of skills and experience should I emphasize on my CV or resume?
- › What do you think this industry will look like in 10 years? How is it changing?
- › How do you see jobs changing in the future?
- › Which professional journals or organizations would you recommend that I research to learn more about this field?
- › Who else do you recommend I talk with, and may I have permission to use your name?



#### **Helpful Tip**

If you have done research in preparation of this interview, demonstrate that by the quality and relevance of the questions you ask.

### Specific questions that demonstrate your research on the person, field or industry:

- › How did your research background in \_\_\_\_\_ help you in your job search?
- › How does your research background on \_\_\_\_\_ come into play, if at all, in your current position?
- › How did your experience in \_\_\_\_\_ better prepare you for this position?
- › What are the pros and cons of working on \_\_\_\_\_ project?
- › Would you suggest \_\_\_\_\_ (field specific experience) will help in this position?

### Sample Thank You Email (Follow - up)

After you have met with the professional or alumni and had a chance to learn more about the position, industry or field, your next step is to FOLLOW UP with them using a thank you email or hand written note. You should always thank people for their time, even if you have decided you don't want to pursue careers in that direction. You never know where your next opportunity will come from and establishing a professional network is key to navigating successful career choices throughout your professional life.

Thanking someone for their time is the easiest way to follow up, communicates professionalism, and is an opportunity to plant seeds for future interactions.

When following up with an alumni or professional, communicate these three things:

1. Thank them for their time and any specific resources, tips or contacts they shared highlighting what you had in common.
2. Demonstrate how you plan to use their advice, or share additional resources that are related to your conversation.
3. Do not ask for a job, or send your resume unless it was something they offered during your meeting. You are still building a relationship and asking for a job is premature.

Dear Dr. \_\_\_\_\_,

Thank you for meeting with me last week to learn about your career at AAAS, and the kinds of projects you have had the opportunity to work on. Our discussion helped me think about my doctoral work more broadly, and I took your advice and reached out to your colleague, Dr. \_\_\_\_\_ at RAND – we are meeting next week. Your detailed information concerning the AAAS Fellowship program was really helpful, and I plan to apply for the fellowship when it opens next month.

I appreciate your willingness to meet with me, and hope I can have the opportunity to return the favor in the future.

Sincerely,

Kelly Engineer



#### **Helpful Tip**

Always follow-up with an email or hand written thank you note. Even if you feel you won't reach out to this individual again, you never know where your next opportunity may come from.

Highlight what you have in common or learned from them and acted on when following up. It makes you more memorable.

## Building Your Professional Network

Surrounding yourself with a network of supportive individuals while a graduate student or postdoc is important to a successful experience. Rather than trying to identify one person to provide you with everything, develop a broad network that can serve to support you in many different areas. Use the chart below to keep track of your network over time.

|                                 |                        |   |
|---------------------------------|------------------------|---|
| Professional Development        | Internal               | 1 |
|                                 |                        | 2 |
|                                 | External               | 1 |
|                                 |                        | 2 |
| Intellectual Community/Research | Peers/Colleagues       | 1 |
|                                 |                        | 2 |
|                                 | External Collaborators | 1 |
|                                 |                        | 2 |
|                                 | Faculty                | 1 |
|                                 |                        | 2 |
| Safe Space                      | Supportive Individuals | 1 |
|                                 |                        | 2 |
| Mentors                         | Peer                   | 1 |
|                                 |                        | 2 |
|                                 | Internal               | 1 |
|                                 |                        | 2 |
|                                 | External               | 1 |
|                                 |                        | 2 |
| Emotional Support/Well Being    | Friends/Family         | 1 |
|                                 |                        | 2 |
|                                 | Other                  | 1 |
|                                 |                        | 2 |
| Organizational Groups           | Supportive Individuals | 1 |
|                                 |                        | 2 |

## Job Search Methods & Strategy

There are many ways to search for a job, which also may vary by position and industry. Some of the most common methods are listed below.

| Strategy                                                                                                                                                                                                                             | Benefits                                                                                                                                                                                                                                                   | Tips                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Networking</b> - connect with as many individuals as possible and develop a list of contacts.                                                                                                                                     | Creates resources for you to identify potential job opportunities and learn more about a position, company, or industry. Networking can also help you access “hidden” opportunities not posted to the public.                                              | Join <a href="#">LinkedIn</a> .<br><br>Attend Networking events on and off campus.                                                                                                            |
| <b>Targeted Search</b> - Identify the types of organizations you would like to work for, develop a targeted list, and research companies.                                                                                            | Allows you to be more proactive and take charge of your search, instead of waiting for companies to post positions. This type of search goes hand and hand with networking as it will be important to develop contacts within organizations and companies. | The UCLA Career Center Library, Chamber of Commerce.                                                                                                                                          |
| <b>Professional Associations</b> - Research professional associations related to your career interests, as most provide a “career opportunities” section on their website.                                                           | A source of networking information and career opportunities. Build contacts with individuals who share your interests.                                                                                                                                     | Ask faculty and career counselors to suggest professional associations.                                                                                                                       |
| <b>Career Fairs</b> - Attend on and off campus career fairs to identify new opportunities.                                                                                                                                           | Opportunity to meet with a number of recruiters in person and in one location. Build networking contacts.                                                                                                                                                  | Plan ahead and research companies attending. Visit <a href="http://Career.ucla.edu">Career.ucla.edu</a> for upcoming events.                                                                  |
| <b>On-Campus Interviews</b> - Some employers conduct first round interviews for summer internship and full-time positions on campus. Access your <b>BruinView™</b> account to search for jobs from employers interviewing on campus. | Primary way in which companies recruit for business and technical positions. Employers are specifically seeking UCLA students for their positions.                                                                                                         | Complete an OCR orientation the quarter before you plan to apply. Check <b>BruinView™</b> on a regular basis paying close attention to resume drop deadlines and interview sign-up schedules. |
| <b>Bruinview™</b> - Graduate Students can update personal and academic information, upload a resume, search for jobs and internships.                                                                                                | Access to a wide variety of jobs posted by employers specifically interested in UCLA graduate students.                                                                                                                                                    | Check job postings regularly as they are posted on a daily/ weekly basis.                                                                                                                     |

Adapted with permission from Penn State Career Services.

# Job Search Action Plan

The average time to secure a job is typically 6-12 months. Depending on where you are in your program, and your career goals – how much time should you dedicate to your job search and how should you spend that time? The closer you are to completing your degree/training, the more time you should dedicate to the job search.

How much time will you dedicate to your job search on a weekly basis?

(Be specific, keeping in mind how soon you are hoping to find a position,)

What top three strategies do you plan to use immediately based on where you are currently in your search?

- 1.
- 2.
- 3.

How will you best schedule your job search time commitments?

(Example: daily planners, Outlook calendar, phone app, to-do lists, Eisenhower matrix)

Write out your Action Plan.

(Example: Using Google Calendar to schedule my time commitments, I plan to spend 6 hours per week on my job search for the next 3 months. The top three strategies I plan to use are x,y,z.)

Networking Plan

The top five contacts I will reach out to are:

- 1.
- 2.
- 3.
- 4.
- 5.



## **Helpful Tip**

At least 50% of your dedicated time should be prioritized as networking.

# Job Search Resources

## Online Search Engine & Information

**Occupational Outlook Handbook** Career & industry trends, salaries & outlook

**LinkedIn** Online professional networking site

**Hoovers** Largest commercial database of companies, professionals, industry segments

**Indeed** #1 online job search engine, includes universities and sorts based on location, salary, level, keyword, skills

**Idealist** Nonprofit job and volunteer search engine/site

**BruinView™** UCLA-specific recruiter posted opportunities, workshops & on campus interviews – search for PhD level, by skills & sign up for the newsletter

**Linkup** Job search engine with RSS feed, sort by location, tags, and company

**O\*Net** Database of occupational information, career exploration tool

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## PhD & Postdoc Specific Resources

**UCLA Career Center**

**Graduate Student & Postdoctoral Scholar Professional Development Website** Calendar of UCLA campus professional development events and opportunities, Individual Development Plan resources, and professional development competencies.

**Versatile PhD** Online PhD Community, Job Site & Career Exploration tool. Log in through Career Center or Graduate Student Professional Development Websites to access premium content

**PhD Career Guide** Career Exploration, Online Community, Job Board, and Blog

**Chronicle of Higher Education – Vitae**

**Beyond Academe** A resource specifically for History PhDs, with useful information for all PhDs

# Resume Template (1-2 pages maximum)

Usually 2-3 sentences that summarize your history, background and unique qualifications, tailored to the position.

Using areas of expertise or emphasis is a good way to communicate your research topic area, or method expertise for non-specialized audiences. Only include topics that are relevant to the position.

This section may include all of your experiences, paid and unpaid, volunteer, community service or professional. Analyze each experience with regard to the skills, abilities, leadership positions and accomplishments gained. Quantify the statements, where possible, and use action verbs.

## Pat Navarro

112211 Westwood Blvd Los Angeles, CA 91234 | 310.123.4567 | JSmith@biology.ucla.edu

### Professional Summary

More than 5 years of research experience in clinical, academic and hospital settings. Managed a large multi-site study, which led to 3 top tier publications and a patent for a compound undergoing Phase 1 clinical trials. Experience leading lab development, and mentoring professional growth of research trainees.

### Education<sup>1</sup>

PhD Biological Chemistry 2015  
University of California, Los Angeles CA  
Areas of Expertise: Alzheimer's, Neurological Therapeutics

### Research Experience<sup>2</sup>

**Team Lead, Multi-Site Alzheimer's Research Study, UCLA Dept of Biological Chemistry** 2014-Present

- Coordinated and led a team of multidisciplinary faculty and postdoctoral researchers at 5 research hospitals
- Identified a need for lab instruments and successfully applied for \$40,000 used to secure training, supplies and instrumentation

**Postdoctoral Researcher, UCLA Department of Neurobiology** 2010-2012

- Secured grant funding and managed budgets for 2 independent research projects
- Managed and mentored 4 doctoral students and 16 undergraduate students in experimentation design and delivery

**Doctoral Research Assistant, Vanderbilt University, Neuroscience Department** 2004-2010

- Identified a new target for Alzheimer's therapeutic approaches
- Increased existing client revenue by 30% through service and customer care program
- Attained 'Leaders Club' recognition in the Western Region.

### Skills<sup>3</sup>

**Data Analysis:** Stata, Data Envelopment Analysis      **Modeling Software:** SC/Tetra, Comsol, Solidworks  
**Programming:** Matlab      **Documentation:** Microsoft Office, LaTeX, Mendeley

### Publications (2 out of 6) Presentations (1 out of 12)

Smith, J. & Jones, N. "The effects of Alzheimer's drugs on patients ages 40-45" Nature, V.356 2014  
Smith, J. "Neutralizing Alzheimer's: the ethical dimensions of clinical trials" Presented at the National Association for Alzheimer's Care in New York, 2014

<sup>1</sup> Include Institution Name, degree(s) earned, majors/minors, honors, date of completion or expected completion. Education should only come first if you are completing or have completed in the last 2 years.

<sup>2</sup> Your extracurricular or service activities may offer a unique way to demonstrate transferrable skills. Top skills employers tend to look for include teamwork, communication skills, data management, analytical and problem solving.

<sup>3</sup> These may include laboratory skills, technical skills, foreign language, computer, research skills and others.



### Resume Tips

Tailor each resume for the job you are applying, and save resume versions with job title/company as pdf's.

Tailor the experience section to the job, with the most relevant experience first (e.g., research experience)

If applying for a research position, it is important to list all of your publications/presentations. If applying to a role that has some research aspects, instead of listing all of your research accomplishments, choose 1-3 that demonstrate impact, first authorship, prestige, and audience diversity, indexing how many other publications you have.

## Resume Bullet Points: Writing Accomplishment Statements

Resume bullet points should demonstrate your achievements in a particular role, highlighting your success and skills as they relate to the job application. They should be organized by most impactful accomplishments first and tailored to the specific job you are applying to. Don't list duties or the daily tasks of your position. Instead, demonstrate your value by highlighting the depth and breadth of your work and skills. When writing the accomplishment statement ask these questions:

1. What skills do I need to demonstrate for the job I am applying to? (refer back to specific job description)
2. What did I accomplish in this role that demonstrates those skills?

### Example: Breaking Down Your Experience

Think about the duties and responsibilities performed in your position. From there, determine what you have accomplished related to those specific tasks/projects. The demonstrated accomplishment is your final "product". Comments are in Gold.

#### Duties:

- Graded homework, taught labs, met with students during office hours  
**Duties don't demonstrate your capabilities or skill level**

#### Accomplishments:

- Taught weekly lab meetings for 25 undergraduate biology majors
- Advised 5 students on final paper and in class presentation  
**Quantify your work – consider frequency, and total impact**

#### Demonstrated Accomplishment:

- Taught and assessed biology concept applications for 25 undergraduate students through interactive instruction in weekly labs, written assignments and in person advising  
**Lead with an active verb that highlights the skill or result you want to demonstrate.**  
**Use concrete examples**

| Pick one project you worked on                                                          |         |      |        |
|-----------------------------------------------------------------------------------------|---------|------|--------|
| Which skill do you want to highlight?                                                   |         |      |        |
| What did you accomplish? Can it be quantified in some way to demonstrate breadth/depth? |         |      |        |
| What strategies or tasks did you undertake to accomplish this task?                     |         |      |        |
| active verb                                                                             | context | task | result |

# Job Description & Tailored Resume Example

## Job Ad

### Now Hiring! Research Analyst

#### Job Description

The Research Analyst will provide support for projects on the Arts Commission's Research and Evaluation Plan. The Analyst will also be given responsibility to **develop and manage one or more projects** and will carry out those projects **independently**, under the guidance of the Research & Evaluation Manager. Examples of the kinds of projects the Analyst might work on that are currently underway include an analysis of the impact of a Civic Art graffiti abatement project, the development of school district arts education data, a report on contract employees and volunteers working in LA County arts nonprofits, and the development of data visualizations to present Arts Commission data.

The Research Analyst may be asked to undertake include the following:

- **Conduct literature reviews;**
- **Develop data collection instruments;**
- **Collect data:** surveys, interviews, focus groups, observations **and document review;**
- Identify and access secondary datasets relevant to the work of the Arts Commission;
- **Clean, structure and analyze data**
- **Summarize findings in writing and in data visualizations that are clear and accessible to the general public.**

Upon completion of the fellowship, the Analyst would be equipped to pursue related applied research and evaluation work not only in arts management but in a variety of nonprofit or government agencies in other subject matter areas.

#### Qualifications

- › **PhD in the humanities or humanistic social sciences;**
- › **Ability to analyze complex datasets and the skills to find the most important stories in the data, and communicate those findings effectively;**
- › **Ability to communicate research and evaluation findings in writing and verbally, in a clear, succinct manner so that non-experts can understand them, is required.**  
Experience with data visualization is a plus;
- › **Comfort working both independently and as part of a team, and the ability to think and problem- solve creatively;**
- › **Experience working on research or evaluation projects is required (please indicate whether your strength is in qualitative or quantitative methods);**
- › **Strong skills with Word and Excel;**
- › **Experience with data analysis software such as SPSS, R or Atlas.ti (depending on the candidate's expertise) is a plus. Willingness to learn/adopt new technologies a must;**
- › **High level of organization and attention to detail with strong time management skills.**

Highlight responsibilities and duties that you can clearly demonstrate in your resume

Use the terms, not the phrases to tailor your resume to the position

## Jenny Smith, PhD

1234567 Westwood Avenue Los Angeles, CA 90004 | 310.456.7890 | JSmith@ucla.edu

### Professional Summary

Creative and award-winning researcher and educator with exceptional data analysis and writing skills and more than 8 years of professional experience in arts and humanities research/education resulting in 2 articles, 4 journal issues, 3 books, more than 15 research presentations, and the development of 6 humanities-based undergraduate courses covering topics ranging from music and visual art to American history and archival research methodologies.

### Education

UNIVERSITY OF CALIFORNIA Los Angeles CA | PhD in Humanities

Expected June 2015

DUKE UNIVERSITY Durham, NC | MFA in Art

Expected May 2008

### Experience

UNIVERSITY OF CALIFORNIA, LA

Graduate Research and Teaching Fellow, Department of Humanities

September 2008 - June 2014

Developed research agendas and collected data from more than 15 archival collections across 10 libraries in the United States and France

- Analyzed data in English, French, Italian, Spanish, and German from 4000+ archival and/or primary sources and 300+ secondary sources
- Presented and synthesized the results of this data in a 320-page dissertation, 1 peer-reviewed article, 4 sets of program notes, and 20+ research presentations in French and English

Graduate Research Assistant, Department of Humanities

January 2009 - June 2014

- Collected, analyzed, and synthesized data from 200+ sources for UCLA professors that has resulted in the publication of 1 book and 3+ research presentations

DUKE UNIVERSITY, NC

Graduate Research Fellow in Music, Department of Art

August 2006-May 2008

- Collected, analyzed, and synthesized data from more than 200+ primary and secondary sources and presented this data in more than 12 written or oral research presentations

### Skills

- Advanced qualitative historical research skills in arts/humanities fields
- Complete proficiency in Windows and Mac OS X operating systems
- Complete proficiency in Microsoft and Apple Office Suites, including Microsoft Word, PowerPoint, Excel, Outlook, Pages, Keynote, and Prezi
- Advanced French language skills, and reading ability in German, Italian, and Spanish

### Awards

Herman and Celia Wise Award for Best Dissertation Chapter, UCLA Musicology Department

2014

UC President's Society of Fellows Award, UCLA Humanities Division (\$10,000)

2013

Mary Isabel Sibley Fellowship, Phi Beta Kappa Society (\$20,000)

2012

### Selected Publications & Presentations (4/18)

"Name of presentation," presented at the National Meeting of the American Society, Milwaukee, Nov 2014

"Name of the presentation," Transposition: Musique et Sciences Sociales 4, August 2014

"Name of" presented as a pre-concert lecture at the UCLA Department of Musicology, 5 June 2014

### Courses Developed/ Taught

Instructor, UCLA Department of Musicology

Writing About Music

Summer 2013

LGBTQ Perspectives in Popular Music

Summer 2010

## Resume

Accomplishments and experience focus on data analysis and research accomplishments

Aligned skill set with qualifications

Ability to communicate research verbally and in writing demonstrated through teaching, and publication/ presentation record.

## Active Verb List

### Administrative/ Organizational

addressed  
approved  
arranged  
assembled  
cataloged  
centralized  
classified  
collaborated  
collected  
collated  
compiled  
dispatched  
distributed  
documented  
enter  
executed  
generated  
implemented  
input  
inspected  
memorized  
monitored  
operated  
organized  
prepared  
prioritized  
processed  
purchased  
recorded  
resolved  
restored  
retrieved  
scan  
screened  
spearheaded  
specified  
supported  
systematized  
tabulated

transcribed  
transformed  
validated  
word processed

### Creative

acted  
abstracted  
adapted  
applied  
authored  
composed  
conceived  
conceptualized  
created  
customized  
designed  
developed  
devised  
directed  
established  
evaluated  
fashioned  
founded  
formed  
formulated  
generated  
illustrated  
imagined  
improvised  
innovated  
instituted  
integrated  
initiated  
introduced  
invented  
marketed  
originated  
painted  
performed  
planned  
presented

problem solved  
produced  
refined  
rewrote  
revitalized  
shaped  
sketched  
synthesized  
updated  
visualized

### Communication

aided  
addressed  
advised  
answered  
appraised  
apprised  
arbitrated  
arranged  
authored  
briefed  
clarified  
communicated  
conducted  
consulted  
contributed  
conveyed  
cooperated  
coordinated  
corresponded  
counseled  
corresponded  
debated  
defined  
demonstrated  
developed  
directed  
drafted  
edited  
educated  
enlisted

explained  
expressed  
formulated  
influenced  
informed  
inspired  
interpreted  
interviewed  
lectured  
mediated  
merged  
moderated  
motivated  
negotiated  
participated  
persuaded  
promoted  
publicized  
reconciled  
recruited  
reported  
represented  
researched  
summarized  
suggested  
translated  
verbalized  
wrote

### Teaching

adapted  
advised  
clarified  
coached  
communicated  
coordinated  
defined  
developed  
enabled  
encouraged  
evaluated  
explained

facilitated  
guided  
incorporated  
informed  
initiated  
inspired  
instructed  
lectured  
mentored  
motivated  
observed  
persuaded  
presented  
set goals  
stimulated  
taught  
trained  
tutored  
updated

### Technical

analyzed  
assembled  
built  
calculated  
computed  
designed  
devised  
engineered  
fabricated  
inspected  
installed  
maintained  
operated  
overhauled  
programmed  
remodeled  
repaired  
solved  
trained  
upgraded

## Helping

advised  
aided  
arbitrated  
assessed  
assisted  
attended  
brought  
cared  
carried out  
clarified  
coached  
coordinated  
counseled  
delivered  
demonstrated  
diagnosed  
educated  
empathized  
encouraged  
enlisted  
expedited  
facilitated  
familiarized  
fostered  
furnished  
guided  
helped  
inspired  
instilled  
maintained  
mentored  
modified  
referred  
related  
performed  
provided  
referred  
rehabilitated  
represented  
served

supported  
upheld

## Management

achieved  
administered  
allocated  
analyzed  
applied  
approved  
assessed  
assigned  
anticipated  
attained  
chaired  
conceived  
consolidated  
consulted  
contracted  
coordinated  
delegated  
determined  
developed  
directed  
encouraged  
enforced  
established  
evaluated  
executed  
expanded  
expedited  
founded  
formed  
governed  
hired  
implemented  
improved  
incorporated  
increased  
initiated  
instituted  
launched

lead  
managed  
motivated  
negotiated  
organized  
outlined  
oversaw  
perceived  
planned  
prioritized  
produced  
recommended  
reconciled  
recruited  
reported  
represented  
resolved  
reviewed  
scheduled  
screened  
selected  
spearheaded  
sponsored  
staged  
strengthened  
supervised  
troubleshoot

## Research

calculated  
cataloged  
clarified  
collected  
computed  
conceived  
correlated  
critiqued  
delivered  
detected  
diagnosed  
discovered  
evaluated

examined  
experimented  
extracted  
extrapolated  
gathered  
identified  
inspected  
interpreted  
interviewed  
investigated  
monitored  
observed  
organized  
proved  
researched  
reported  
reviewed  
studied  
summarized  
surveyed  
systemized  
tested

## Financial

adjusted  
administered  
aided  
allocated  
analyzed  
appraised  
audited  
balanced  
budgeted  
calculated  
compared  
computed  
developed  
estimated  
figured  
forecasted  
maintained  
managed

marketed  
planned  
prepared  
projected  
reconciled  
researched  
tracked

## More Verbs

adapted  
attained  
augmented  
awarded  
boosted  
broadened  
catered  
decreased  
developed  
ensured  
eliminated  
exceeded  
excelled  
expanded  
expedited  
fabricated  
financed  
gained  
generated  
improved  
increased  
launched  
mastered  
modernized  
published  
raised  
reconciled  
reduced  
revamped  
revitalized  
strengthened  
utilized

If you cannot find the name of the contact, consider addressing the letter to “Hiring Manager” or “Hiring Committee.”

1.

### First Paragraph (Purpose)

- State why you are writing and the position at the company you are applying for. Indicate how you learned of this position.
- If referred, be sure to include the name of the referral in this paragraph.
- Demonstrate briefly your knowledge of the company, and create a thesis statement that outlines your unique qualifications for the job.

2.

### Second paragraph (Background and Qualifications)

- If you have related experience or specialized training, elaborate on the details that would be of special interest to the employer.
- Be specific about your qualifications and skills.
- Provide examples on how you obtained/honed these skills. Your goal here is to match your skills to the employer's needs.
- Explain how you would fit into the position and the organization. If it gets lengthy, break this paragraph into two, to make it more readable.

3.

### Third paragraph (Request for Action)

- Close your letter with confidence by briefly restating how your qualifications match the position.
- Express your interest in further discussing your background and the position with the employer.
- Finally, include a statement expressing your appreciation for the employer's consideration.

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A Cover letter is almost always required of candidates in all professional industries. Though called a cover letter, they are typically read by employers after the resume is reviewed, so they need to provide more tailored and targeted information. When submitting application documents, always save as a PDF. If submitting via email, put the cover letter in the body of the email and attach it as a PDF.

## CV vs Resume

|                               | CV                                                                                                                                      | Resume                                                                                                                                                                                                     |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Audience</b>               | Academics in or outside of your discipline                                                                                              | Potential employers and networking contacts                                                                                                                                                                |
| <b>Goal</b>                   | To obtain an academic position, research-focused or teaching focused position in academia or another industry, or a grant or fellowship | To obtain a position in government, nonprofit, technology, business, consulting or other industry, etc.                                                                                                    |
| <b>Structure &amp; Format</b> | Complete history of your academic credentials – research, teaching, awards, funding, service                                            | Brief snapshot of your most relevant skills and work experience. Most relevant skills and experiences should be in the first 1/3 of the resume. Resumes are targeted specifically for the job description. |
| <b>Focus</b>                  | Your academic achievements and your scholarly potential                                                                                 | Experience and demonstrated skills through accomplishments that prove you can do the job well                                                                                                              |
| <b>Unnecessary Info</b>       | Activities not related to academic pursuits (i.e., personal information, irrelevant work experience, hobbies, etc.)                     | Unabridged list of publications, presentations, conferences attended, courses taught. Work or accomplishments from more than 10 years ago.                                                                 |
| <b>Length</b>                 | Flexible                                                                                                                                | 1-2 pages                                                                                                                                                                                                  |



### What is it?

A Curriculum Vitae otherwise known as a CV translates to “story of one’s life”. This document catalogues your academic achievements, typically organized around the three pillars of the academy: Research, Teaching and Service. A CV is an exhaustive list of your achievements, as opposed to a resume which is more of a snapshot, tailored to demonstrate specific skill sets and accomplishments.

### When Is It Used?

CV’s are the credential asked for in academic job application processes, postdoctoral scholar application processes, and fellowship and grant applications. Because they demonstrate expertise, they are also frequently asked for by research-intensive organizations or for research or teaching intensive roles within organizations.

### CV Format

CV’s do not have a page limit and typically include more white space, because they focus on your accomplishments as opposed to the skills you have demonstrated. There is not a page limit for a CV, and one inch margins, double spaced with 12 point font is appropriate. The document should be evenly spaced and easy to read. Look to some of the scholars in your discipline and those who are working in positions you are interested in pursuing to create your own style. Although there isn’t one way to write a CV, below are some tips to help you get started.

- › List first and last name and contact information at the top
- › Always include the date you last updated your CV
- › List accomplishments in reverse chronological order in each section: research, teaching, funding, education, honors & awards
- › Use the citation style of your discipline (e.g., APA, MLA)
- › All publications should be accurate and complete: co-authors, journal, issue, title, date
- › All presentations should be accurate and complete: co-presenters, conference, date, location, title
- › In press is considered an accepted publication
- › Publication status should be clearly marked – under review, revised & resubmitted
- › In preparation manuscripts should be tracked on the CV, but not always used when submitting a CV
- › In preparation is a very discipline-specific title, check with your advisor

# Curriculum Vitae Template

**Ryan Zhang**  
(Updated month, date, year)

School/Department/Lab  
University Address

Human@ucla.edu  
111.111.1111 (cell)  
Hr123 (Skype)

## Education

Ph.D. English, University of California, Los Angeles, expected June 15, 2016\*\*

- Advisor/Chair and Committee Members (as appropriate)
- Dissertation/Thesis: Thesis Title

M.A. English, University of California, Los Angeles, May 2010

- Comprehensive Exam Competencies:

B.A. English and Religion, Duke University (Durham, NC) May 2008

## Honors & Awards

Joseph P. Kappman Research Honor for Excellence, 2014  
UCLA Graduate Student Mentor Award, UCLA Graduate Division 2014

## Research<sup>1</sup>

### Publications

Smith, J., & Johansen, T. (2015). Name of article. *Nature*, 85(2), 112-123.

### Research Experience

Research Assistant, Johansen Lab, UCLA Biology Department 2012-present

Established novel model of X in Y Lab, resulting in 3 publications and 2 conference presentations.

Consider including:

- Research Experience
- Publications
- Publications & Presentations
- Blind Refereed Journal Articles\*
- Book(s) (under contract)
- Blind Refereed Book Chapter
- Invited Book Chapters
- Published Conference Proceedings
- Reports/White Papers
- Book Reviews
- Blind Refereed Conference Papers
- Non-Blind Refereed Conference Panels and Presentations
- Invited Presentations & Panels
- Columns
- Other Publications (Op-ed, editorial, photography, etc.)

Date your CV, so you can accurately update your accomplishments.

Be as specific as possible about your completion date.

Organize the sections of your CV with the most relevant sections first—audience, purpose and recent work determine relevance. Most students will list education first. Postdocs may lead with their training appointment.

<sup>1</sup> List accomplishments in reverse chronological order using the citation style of your discipline (APA, MLA) – most recent accomplishments first. If publications are under review, under contract or revised and resubmitted, they typically can be listed in the publication section so long as the status is clearly marked. Work in preparation is only listed in specific disciplines or on the purpose of submitting the CV (e.g., for fellowship applications to fund the research in preparation).

## Curriculum Vitae Template continued

### Funding

Co-Author, The Andrew W. Mellon Foundation Connected Academics Research Project (\$30,000), 2015

Consider Including:

- Internal Grants and Funding
- External Grants and Funding
- Grants
- Competitive Fellowships (not typical PhD funding fellowships)
- Awards

### Teaching Experience

- Teaching Assistant, UCLA Biology Department 2010-Present
- Introduction to Biology, BIO 101 (3 courses) fall 2014, winter 2015

Consider Including:

- Teaching
- Instructor of Record
- Teaching Assistance
- Invited Guest Teaching
- Guest Lecture
- Advising & Mentoring

### Service<sup>2</sup>

Vice President, Graduate Student Association, 2014-2015

Conference Coordinator, Biology@Work Graduate Student Conference, 2013-2014

Consider Including:

- Professional Affiliations
- Service Activities
- University Service | Department Service | School Service
- Editorial Service
- Current Membership in Professional Societies
- Journal Reviewing
- Book Manuscript Reviewing
- Grant Proposal Reviewing
- Conference Participation
- Conference Paper Referee
- Professional Service
- Committee Service
- Community Service

### Discipline Sections

Consider Including: (Check with your advisor)

- Media Contributions
- Clinical Experience
- Professional Experience
- Curatorial Experience
- Design Experience
- Research Projects
- Exhibits
- Recitals
- Performances
- Languages
- Translations
- Archival Experience
- Policy Experience
- Skills (Tech/Lab/Software)

Funding should include your role, the funding agency/institution, amount (if applicable), title and date.

Include your official title, course name, number and semester/quarter of courses taught. Be sure to include if the course was proposed and designed based on your individual research.



### Helpful Tip

Ask your department for the CV of the most recent faculty hire in your department. This can help you understand the pace and productivity for academic accomplishments in your field. This will also help you tailor your CV to your discipline.

<sup>2</sup> Although service is typically not as highly valued on a CV as research or teaching, it is the area that demonstrates your organizational, management, and leadership skills, and communicates collegiality to future and current colleagues.

# Academic Cover Letter Template



## What is it?

The academic cover letter is a key application document that communicates your scholarly fit with the position, organization and department you are applying to. The cover letter should expand on your most relevant accomplishments by providing context on your future trajectory and most importantly situate your work in the context outlined by the position. Cover letters are often scrutinized by search committees for fit.

## When is it Used?

All academic positions will require a cover letter and because the academic job market is so competitive, it has become frequent practice for search committees to ask just for a cover letter and cv, eliminating the research and teaching statements. If this is the case, there is a need to include abbreviated teaching and research statements, highlighting your future trajectory that is not articulated on your cv. Some disciplines have a very specific format, so be sure to work with your department to align your cover letter with disciplinary standards. Avoid overly verbose or overly humble language and use this document to communicate about yourself as a future colleague.

## Tips for condensing research and teaching

- › Your materials should create an overall picture of you as a scholar. This means that you should consider each document within the context of the other materials required.
- › Begin by drafting longer statements about teaching (the teaching statement) and research (dissertation abstract, research statement)
- › Pare down these statements for different lengths: one page, one paragraph
- › For the cover letter, take your one-paragraph versions of your teaching and research statements and edit them to market yourself as a scholar and teacher – how do you want the committee to perceive you? What's the main take-away you want them to know about you?
- › Because the materials required vary widely, keep in mind that the cover letter should be able to act as a standalone document – any other materials should expand and reinforce the cover letter

## UNIVERSITY OF CALIFORNIA, LOS ANGELES

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



UCLA

SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF PSYCHOLOGY  
149 FRANZ BUILDING  
BOX 951530  
LOS ANGELES, CA 90095 • 1530  
(310) 825 • 4173

Date

Search Committee Chair

Department

University

Address

City, State Zip Code

Dear Search Committee Members,

**Introduction** State the position for which you are applying. In one or two sentences introduce yourself and include your dissertation title, chair, and degree completion date. You can end this paragraph by explaining the topic and findings of your project and the fields in which it intervenes which should include the field(s) to which you are applying.

**Dissertation/Thesis** Give a slightly more detailed version of your project's main findings – this can include methodology as well as a snapshot of what you're examining. Follow this up with a statement about how your work extends or corrects existing scholarship. What gap in the field do you address? Provide a short overview of the dissertation trajectory that includes where you begin and where you end. If you have publications from your dissertation or thesis, mention the most impactful and relevant manuscripts.

**Future Research** This paragraph is about your future research, productivity and your ability to earn tenure or promotion. Outline your planned future projects as they relate to your research interests, highlighting your range and focus – and how you can further complement departmental offerings. Clarify who your audience is by specifically identifying journals and presses you plan to submit projects to, to further demonstrate your research productivity. For a teaching-focused position or for shorter cover letters, you might have a single paragraph on research that covers your dissertation, publications, and future research plans.

**Teaching** Briefly state your approach to teaching or pedagogical orientation. Give one or two examples that demonstrate your teaching philosophy in action. These examples should not replicate the examples you use in your teaching statement/philosophy. Tailor the examples to the position, thinking about the size of classes and topics you would be teaching in this position. Try to demonstrate similar teaching examples.

**Tailor To The Job Ad** This is where it pays to research the department to which you are applying. Experts disagree on whether or not it's a good idea to list specific courses you can teach or additional departments and institutes you could work with: some think it's a good idea, others think that you risk stepping on other people's toes. It is important to show how your research and teaching complement current course offerings and/or departmental initiatives. For new and growing fields, you might find that the department doesn't have any current course offerings or research groups related to the field they are hiring for, which is why they're hiring for that position. In that case, feel free to pitch the kinds of courses you would like to teach including at least one lower division course and one advanced undergraduate/graduate student course, and research groups or initiatives you could contribute to.

**Closing** Thank the hiring committee for their consideration and emphasize your interest in the position by giving a reason specific to the school/department. Note which materials you've included in your application and state your availability for interviews – this usually means you will be at the conference where interviews will be held.

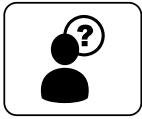
Sincerely,

Your name typed

Use university letterhead specific to your department. Keep in mind that this is the only document you will prepare that requires official letterhead.

If you cannot find the name of the contact, you can address the letter to the search committee.

# Research Statement Template



## What is it?

A research statement is usually a single-spaced 1-2 page document that describes your research trajectory as a scholar, highlighting growth: from where you began to where you envision going in the next few years. Ultimately, research productivity, focus and future are the most highly scrutinized in academic faculty appointments, particularly at research-intensive universities. Tailor your research statement to the institution to which you are applying – if a university has a strong research focus, emphasize publications; if a university values teaching and research equally, consider ending with a paragraph about how your research complements your teaching and vice versa.

## When is it Used?

A research statement is used when applying for academic faculty positions, and sometimes for research-intensive positions in think tanks or government. Because the academic job market is increasingly competitive, a common trend for hiring committees is to ask only for a cover letter and CV. If this is the case, you will need to condense your research statement to 1-2 paragraphs to include in the cover letter. [Visit page 44](#) to see more tips on condensing the research statement.

## Structure One: Varies by Discipline

**Introduction** The first paragraph should introduce your research topic and interests in the context of your field. A version of the introduction to your dissertation/thesis abstract could be adapted, but here it should set up a framework for future research.

**Summary Of Dissertation/Thesis** This paragraph should give more detailed information about your doctoral research project. Condensing your abstract could be one strategy for developing this paragraph. Expanding the dissertation paragraph of the cover letter to address methods and more specific findings/arguments could be another. Try not to have too much language repetition across documents.

**Contribution To Field And Publications** Describe the significance of your projects for your field. Detail any publications initiated from your independent doctoral or postdoctoral research. Additionally, you can include plans for future publications based on your thesis. Be specific about journals to which you would submit or university presses that might be interested in the book you would develop from your dissertation (if your field expects that). If you are writing a two-page research statement, this section would likely be more than one paragraph and cover your future publication plans in greater detail.

**Second Project** If you are submitting a cover letter along with your research statement, then the committee may already have a paragraph describing your second project. In that case, use this space to discuss your second project in greater depth and the publication plans you envision for this project. Make sure you transition from your dissertation to your second project smoothly – you want to give a sense of your cohesion as a scholar, but also to demonstrate your capacity to conceptualize innovative research that goes well beyond your dissertation project.

**Wider Impact Of Research Agenda** Describe the broader significance of your work. What ties your research projects together? What impact do you want to make on your field? If you're writing a research statement for a teaching-oriented institution, you still can address some of the above questions, but make sure to connect them with your teaching.

## Research Statement Template



### Helpful Tip

For Humanities and humanistic Social Sciences, only describe one future project. Pacing is different for Sciences, so those in STEM fields may be able to include more than one project.

## Research Statement Template Continued

### Structure Two:

(This model relies on proportions, so create paragraph structures as you see fit)

**25 % Previous Research Experience** Describe your early work and how it solidified your interest in your field. How did these formative experiences influence your approach to research? Explain how this earlier work led to your interest in your current project.

**25% Current Projects** Describe your dissertation/thesis project – consider using the first paragraph from your dissertation or thesis abstract since it covers all your bases: context, methodology, findings, significance. You could also mention grants/fellowships that funded the project, publications derived from this research, and publications that are currently being developed.

**50% Future Work** Transition to how your current work informs your future research. Describe your next major project as you did in structure one and a realistic plan for accomplishing it. What publications do you imagine stemming from it? The last part of the research statement should be customized to demonstrate the fit of your research agenda with the institution.



### Helpful Tip

Keep in mind that future projects have to be feasible for the institution to which you are applying. Does it have the resources, funding, and equipment you will need? If not, you aren't a good fit for the position (and it isn't for you).

### Tips for Combining your Research and Teaching Statements

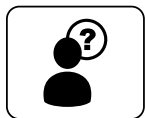
- Research the department and university priorities
- Based on their priorities, determine how best to combine the two statements
- For a teaching-focused position, emphasize your teaching and end by relating your teaching to your research
- For a research-focused position, emphasize your research and end by describing how your teaching complements your research
- For a position that values both equally, create a statement that weaves the two together. For instance, your introduction can describe how your teaching and research inform each other. The following paragraphs depend on what you want to emphasize first, but one or two paragraphs on teaching and one or two on research can work, depending on length requirements. Conclude by reiterating the centrality of teaching to research and vice versa, based on your teaching and research philosophies.
- Ultimately, you want to create a narrative through-line that can 1) demonstrate how teaching makes your research relevant (and vice versa) and/or 2) why your work is a relevant teaching topic

### When Applying

- Read the instructions for materials required carefully – postdoc positions often will ask for a “personal statement” that’s actually a research statement. They’ll want to know about completed work, work in progress, future work, professional goals, publication plans, etc.
- The research statement is NOT the same as the research proposal required by many postdoc applications. Research proposals vary widely in length and have their own specific requirements<sup>1</sup>.

<sup>1</sup> For more on the research proposal, see Karen Kelsky, “Dr. Karen’s Foolproof Grant Template.” The Professor Is In.

# Teaching Statement



## What is it?

Sometimes called a Statement of Teaching Philosophy, the Teaching Statement should be between 1-2 pages and should give a snapshot of your teaching. Use the first person when you write this document to explain your central approach, articulate your impact, and outline specific examples of strategies, assessments and evidence of outcomes supported from your teaching experience.

## When is it Used?

A teaching statement is part of the application process for academic positions, teaching positions in K-12, charter schools, and private boarding schools and sometimes training positions in organizations. It typically is part of a more robust teaching portfolio for some applications, so it is important to keep a record of all teaching experiences, including evaluations.

## Getting Started: Questions to ask yourself before you begin.

- › What are your goals for yourself? Your students?
- › What was your best teaching experience? Your worst?
  - pick an example that demonstrates learning from your mistake and implementing what you have learned.
- › What are your strengths as a teacher? Weaknesses? How can you improve your weaknesses?
- › How do you implement your philosophies on teaching and learning in the classroom? What strategies do you use?
- › How do I know the strategies I have implemented work? How do you assess student learning?
  - How does this relate to your teaching philosophy?

## Teaching Statement Structure

**Introduction** My teaching approach is that of critical pedagogy: to teach students to question institutions of power in society for the purpose of taking action, and promoting a more just world. In media and technology education, specifically, critical pedagogy is about teaching students to be critical consumers and responsible, ethical producers of media and strategic content. That is, I aim to teach students how to interpret communication processes in society and how to communicate their own interventionist voices or ethically communicate the voices of clients in response. I assume that all students are critical media designers, and my teaching focuses not just on thinking or understanding, but also on doing and creating.

**Teaching Strategies/Methods** I find it best to teach students the process of critical thinking and cultural critique and to encourage students to engage several viewpoints. I have high expectations for my students, both in the work they produce and the content they engage. My students respond well to case studies and scholarly research, and they tend to prefer higher-level, cutting-edge content to textbook-level summaries of knowledge. I find that students perform at a higher level when they are challenged to think at a higher level. I expect class discussions and written work from students that is technically sound, analytically sophisticated, and grounded in real-world situations and problem solving. When possible, I have the students in my courses integrate service learning components and practical projects for real clients into their learning.

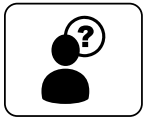
**Evidence That Strategies Were Effective** Teaching the senior seminar course was an opportunity to challenge students with complex real-world communication problems. The local clients I paired with my course included the Full Frame Documentary Film Festival and the Los Angeles Recreation and Parks Department. For these clients, students developed robust campaign proposals and tactical templates that were pitched to the clients, and later adopted. In addition to the adoption of their ideas, three students went on to intern at these organizations. This is the kind of doing and creating students benefit from.

Introduce your central teaching philosophy – How do you approach teaching and learning in the classroom? Also, provide examples of your teaching methods and strategies, ensuring they align with your teaching philosophy.

Address how you assess student learning and how your assessment methods fit your philosophy.

Conclude by focusing on your students' outcomes. What did they learn or do as a result of a class or assignment?

# Diversity Statements



## What are they?

Diversity statements usually are no more than two pages and speak to your experience and capabilities working with people from different backgrounds. Often this pertains to teaching and service, so diversity statements usually focus on your experience teaching students from diverse backgrounds, teaching diverse or sensitive topics, or participating in service activities that benefit people from minority groups. Keep in mind that diversity can mean a number of things including race/ethnicity, religion, age, gender, sexual orientation, disability, and military veteran status among others.

## When are they used?

Diversity statements will be listed explicitly as required documents in some job applications. You also may include them as an optional supporting document for job applications that do not explicitly ask for them, so long as you do not exceed page limits or supplant other more important documents that would better elevate your candidacy. If you are applying to a job at an institution where diversity is of prime importance (e.g., an HBCU, a university that caters to veterans), it may be a good idea to include a diversity statement, even if it is not required.

## Example I A diversity statement for a professor position in Humanities at a research-intensive university

The experience of teaching a highly diverse student body has played an important role in shaping my own teaching methods and style. As a graduate student at UCLA, I taught for four years as an instructor in the Advanced Academic Placement (AAP) program, which was designed for first-generation college students coming from underrepresented communities. In this program students came from a range of ethnic and racial backgrounds, and there were also a number of students who identified as queer, students with physical and learning disabilities, non-traditional (older) students, and veterans. Working in the AAP program taught me how to negotiate the complex racial, gendered, and generational dynamics that can arise in a classroom setting – ranging from mediating in-class arguments and debates, to noticing who remains silent during these discussions, and how to create an environment that might encourage them to express their ideas. It taught me how to pinpoint some of the differences between rushed or lazy writing and the writing of a student with a learning disability, and taught me how to develop some strategies for helping students write a focused academic argument.

In addition to teaching, I am currently on the development committee for the AP English Literature exam, and in this capacity I advocate for a diverse range of texts and authors in the passages and questions selected for the test. Taken by nearly 400,000 high school students every year, the AP English literature exam also can affect the curricula of any number of high school literature courses, promoting diversity at the secondary school level.

At UCSD, I would continue to contribute to campus diversity in teaching, research, and service. In terms of instruction, all of the courses that I am currently teaching (as well as those I am in the process of developing) would qualify for the university's Diversity, Equity, and Inclusion requirement. I would find it rewarding to work in a mentorship capacity with undergraduate and graduate students from underrepresented populations through participation in programs like the McNair Scholars or Competitive EDGE. More informally, I'd be happy to meet with and advise student social or cultural groups at UCSD, like the Asian and Pacific Islander Student Alliance and the Hawaii Club. Finally, UCSD's rich opportunities for interdisciplinary research would provide new avenues for engaging with questions and issues of diversity across disciplines; in turn, I look forward to sharing my own research and methods with colleagues and students across the university.

Begin with a general statement that you have experience.

Always use concrete examples and stories if you can.

Think about ways to speak not only to teaching and service, but outreach and research if possible.

Conclude by tying your fit to the institution by referencing their concrete programs and how you may contribute.

# Sample Interview Questions

## Resume & Fit

Assess your skills, interest and fit for the position you are applying for and provide context for experiences listed on the resume.

- Why are you interested in this position? Why should we hire you? What are your strengths? What are your weaknesses?
- What has been your most significant accomplishment to date?
- Where do you see yourself in 5 years?

## Behavioral

Assess your past behavior in order to predict your future behavior in the workplace.

- Provide an example of a time when you worked on a team. What was the project, your role and the outcome?
- Give me an example of a time when you solved a complicated problem
- Tell me about a time you failed

## Case Questions

Assess your demonstrated skills in the areas of: problem solving, communication, teamwork and analytics. The case is often a business decision that simulates an actual scenario that you will work through in real time either individually or in a group.

- Your client is a ski resort. Global warming has reduced natural snowfall by 50% in the past two years, which is having a significant impact on the cost operations and the length of the ski season. What should they do and why?
- The Star Trek transporter has just been invented. Spell out some of the effects on the transportation industry.

## Technical

Assess your technical knowledge, aptitude and problem solving skills.

- Compare and contrast REST and SOAP web services
- What is copper trading at today?
- Coding problem – delivered on a white board in real time

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## Industry Interview Questions

### Academia

**Prepare** Reflect on yourself, your research and your teaching. Prioritize understanding what a department is looking for and communicating how you can contribute to their needs.

- Please explain your research
- How do you approach teaching?
- How does your research influence your teaching?
- How would you mentor graduate students?

[Click here](#) for additional academic interviewing questions.

## Consulting and Business

**Prepare** When answering interview questions, explain your thought process to allow the interviewer to understand how you think. There is also an industry knowledge component, so read the Wall Street Journal daily and keep up with the stock market. The right answer is not as important as demonstrating your problem solving abilities and demonstrated interest in the industry.

- › How would you define commercial awareness?
- › Tell me about a project that you persevered through after wanting to initially abandon it?
- › What is the optimal gas station layout to arrange goods within the convenience store?

[Click here](#) for additional consulting interview questions.

## Engineering and Technology

**Prepare** Restate the question, to ensure you understand the goal and purpose of what is being asked. Be prepared to white board your answers and explain your thought process. Work through examples to come up with the simplest solution and detail a few ways you may refine your answer.

- › Suppose that there is a database table, and four processes read the table at the same time. But only one process is allowed to read the same row of the table at the same time. How do you enforce the exclusive-read on a row?
- › Given a pattern and a string, check whether the string matches the pattern. For example: pattern “aba” and the string is “redblackred,” so it matches because “a” is translated to red and “b” is translated to “black.” Note that for each character in the pattern, the translation is not empty and unique.

[Click here](#) for additional discipline specific technical questions.

## Nonprofit and Government

**Prepare** Hiring managers value true commitment; candidates need to prove their individual connection to the organizational mission with specificity and demonstrated action. Describing volunteer work or student group affiliations can be a great way of illustrating your commitment to a mission.

- › How do your experiences translate to the nonprofit sector?
- › What are your expectations about working in the nonprofit sector?
- › Tell me about a time when you have worked in an environment that makes decisions in a consensus-driven way?

[Click here](#) for additional Nonprofit and Government Interview Resources.

## Questions to Ask the Employer

- › What are the immediate challenges and objectives facing the individual in this position?
- › What is the typical career path for someone in this position?
- › Would you please share the next steps in the hiring process?
- › How is work evaluated in this organization? What does the performance evaluation process look like and how is that tied to compensation and growth in the company?
- › What are the ideal qualities you are looking for from someone in this position?

## Structuring Interview Answers - CARR Method

For all industries it is important to research the organization thoroughly. Be able to communicate your technical and transferable skills as well as your organizational fit. Target your answers to each job and give examples to demonstrate your skills and qualifications. The CARR Method allows you to think about the various aspects of each experience to help you write an accomplishment statement that describes your experiences and accomplishments.

**Context** Workplace Environment, Employees, etc.

What was the goal you were trying to accomplish? What is your purpose within the project?

**Action** Explain your actions, framed in the context of the situation.

What work did you actually do? What were your responsibilities?

**Result** Explain the result and its benefit.

If possible, quantify your results with numbers to demonstrate your impact on the organization or the field.

Example: "Implemented new data analytics method to streamline the process of solar cell creation, resulting in 65% reduction in cost to the consumer."

**Relate** Connect your experience with the desired qualifications of the job.

What skills from your previous experience will you be able to use in this job?

### CARR Worksheet

Use the CARR Method as a framework for your answers.

C

**Context** The organization; its climate; size, number of employees/co-workers, interesting or otherwise impressive; timing; interpersonal situations, "This is what was happening—this was the situation where I worked..."

A

**Action** The objective, job duties, day-to-day responsibilities focused on how YOU accomplished the task and the involvement YOU played

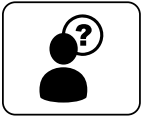
R

**Results** Use numbers, describe the impact on the organization

R

**Relate** Connect what you did to the skills needed in your desired occupation

# Thank You Email Template



## What are they?

Writing a handwritten thank you note, or more commonly – sending a thank you email is expected after any job interview at any stage. The purpose of the thank you note is to re-affirm your interest in the position, and thank those involved in the interview for their time. This is also an opportunity to highlight your strengths and fit for the position. Thank you notes don't necessarily earn you a position; however if they aren't received, hiring managers may count it as a strike against you as a candidate.

## When are they used?

Send a thank you email within 24 -48 hours of an initial phone screening or Skype interview, to ensure your thank you reaches the search committee or hiring manager before a decision is made about who will be moved along in the process. Handwritten thank you notes are more often used after a final interview. However, if a decision is expected quickly – getting the thank you out via email is recommended to ensure it is received before a decision is made.

When writing an email, include job title you interviewed for in the subject line.

Specifically align your background and strengths with their company, outlining anything you learned during the interview. Emphasize your fit for the position.

Subject: Thank you – financial analyst position

Dear Ms. Rothwell,

Thank you for taking the time to interview me for the research analyst position. I enjoyed meeting you and your team, learning more about WM Investments, the department, and the position.

My enthusiasm for the position and interest in working at WM Venture is strengthened after our meetings yesterday. I believe that my experience managing multiple deadlines with competing demands, and my quantitative skill set would complement your team. Specifically, I think my PhD in Neuroscience would be an asset for the new client portfolio targets you have set in biotechnology and healthcare, and I would love the opportunity to demonstrate that value.

I genuinely hope we get the chance to work together in the future, and look forward to hearing from you.

Sincerely,

[signature]

Sofia Scientist

Confirm your continued enthusiasm and interest in the position.

Keep it short and conclude with confidence.

# Evaluating and Negotiating Job Offers

Congratulations! You have been offered the position. It may seem like the hard part is over, but it is still important to read the offer carefully and consider your value as well as your long-term career goals. Note that the items and resources below do not apply to all job offers. Get advice from your mentors and knowledgeable colleagues about how to approach any negotiation – the potential employer also has the option of withdrawing an offer if your terms seem out of the bounds for the position or untenable for the organization. **Evaluate the entire offer...not just the salary!**

## Professional Development

Annual financial contribution, conference attendance, professional membership, certifications/trainings available

## Education Benefits

Tuition reimbursement or financial help for college for your children/family members

## Flexible Work Schedules/Telecommute

Flexible work schedules or opportunities to telecommute

## Paid Time Off

How do they calculate paid time off, sick vs. vacation and days the organization is closed? Is it “use it or lose it”?  
Do they cover paternity/maternity leave?

## Retirement Contribution

Types of plans, minimum/maximum contribution, time to being vested, company match/contribution

## Base Salary

Research the salary of comparable positions in the area, taking into consideration your skill set.

- › [www.glassdoor.com](http://www.glassdoor.com)
- › [www.payscale.com](http://www.payscale.com)
- › [NACE Salary Calculator](#)
- › Salaries are public at public universities and government agencies

## Relocation, Commute, Parking

What will it cost to go to work on a daily basis?  
If relocating, what is the cost of living difference and the cost of moving?



[Cost of Living Calculator](#)

## Healthcare Coverage

Monthly co-pays, types of coverage

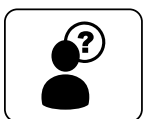
## Research Funds/Start-Up

How are start-up funds offered: lump sum, funded from list/proposal, etc.? How long will funds be available? Are there scenarios in which you might lose your start-up funding (grant award, etc.)?

## When to Negotiate

Often negotiation begins before a formal written offer is made. However, to ensure all parties are working with the same set of information, always get everything in writing before negotiating.

## Evaluating and Negotiating a Job Offer



### What is negotiable?

Before negotiating, remember that you are taking a risk and the way you negotiate is just as important as what you choose to negotiate. Be specific and clear about your needs and never negotiate if you have no intentions of taking the position.

- Relocation or Travel Reimbursement, Housing and/or travel to find housing
- Start Date
- Salary
- Flextime or Telecommuting
- Stock Options
- Bonuses (Signing or Annual)
- Professional Development Opportunities
- Teaching Requirements and Research Leave
- Service Commitments
- Start up Package<sup>1</sup>
- Pre-tenure leave, time to tenure

<sup>1</sup> office space, laboratory facilities, computer(s)/software, teaching/research assistance, research funds, conference travel.

## Job Offer Evaluation/Negotiation Worksheet

This worksheet is intended to help you organize your values/needs in a position compared to the job offer. It is not intended to suggest that you negotiate on all points, just to merely consider what is most important to you.

|                                  | My Current Offer/Job Information                                                                                                                                                                               | My Needs                                                                                                                        |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Base Salary                      | Salary Offered:                                                                                                                                                                                                | Preferred Range:                                                                                                                |
| Start Date                       | Job Start Date:                                                                                                                                                                                                | When you can start:                                                                                                             |
| Additional Monetary Compensation | Offered:                                                                                                                                                                                                       | Areas of importance for me:<br>Bonus<br>Overtime<br>Signing Bonus<br>Stock Options<br>Summer Teaching<br>Research Fund<br>Other |
| Relocation, Commute, and Parking | Relocation Expenses:<br><br>Cost of Living increase/decrease:<br><br>Commute Time:<br><br>Parking:                                                                                                             | Relocation Costs:<br><br>Cost of living:<br><br>Commute Time:<br><br>Parking:                                                   |
| Paid Time Off                    | Paternity/Maternity leave<br>Yes, fully covered<br>Yes, partially covered<br>No, not covered<br><br>Vacation Days:<br>Use it or lose it?<br><br>Sick Days:<br>Use it or lose it?<br><br>Working days or hours: | Paternity/Maternity leave:<br><br>Vacation Days:<br><br>Sick Days:<br><br>Working days or hours:                                |

## Job Offer Evaluation / Negotiation Worksheet - Continued

|                                       | My Current Offer / Job Information             | My Needs                                                                                                                          |
|---------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Retirement Contribution <sup>1</sup>  | Retirement Options:                            | My Retirement Needs:                                                                                                              |
| Healthcare Coverage <sup>2</sup>      | Co-pay coverage:                               | Does the healthcare meet my needs?                                                                                                |
| Professional Development              | Professional Development offered or available: | Annual financial contribution<br>Conference attendance<br>Professional membership<br>Certifications / trainings available         |
| Education / Family Benefits           | Opportunities Provided:                        | Tuition reimbursement<br>Financial help for children/family members<br>Day care<br>Spouse / Partner appointments                  |
| Flexible Work Schedules / Telecommute | Opportunities Provided:                        | Flextime<br>Telecommuting                                                                                                         |
| Research Funds/Start-Up               | Offered:                                       | Office space<br>Laboratory facilities<br>Computer(s) / software<br>Teaching / research assistance<br>Research funds<br>Technology |
| Other                                 |                                                |                                                                                                                                   |

### Additional Academic Negotiating Resources

<sup>1</sup> Types of plans, minimum/maximum contribution, time to being vested, company match/contribution

<sup>2</sup> Monthly co-pays, types of coverage

## How to Negotiate

1.

Have an action plan **BEFORE** you start negotiating.

2.

Don't fixate on one portion.  
If the employer states salary is less flexible, negotiate other benefits.

3.

Get everything in writing.

4.

Use professional language and maintain composure through all communication – practice with someone verbally or have a trusted colleague read written communication before sending to ensure tone/goal are appropriate. If you cannot reach a mutual agreement, you have the option to reject the offer.

5.

Do not feel pressure to accept an offer if the compensation package does not reflect your worth and meet your needs.



[View sample acceptance, withdrawal and rejection letters](#)

# Acknowledgements, Index & Resource List

## Acknowledgements

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UCLA Graduate Student Resource Center

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UCLA History Department

UCLA David Geffen School of Medicine Office of Postdoctoral Affairs

UCLA Career Center

UCLA Graduate Division

## Academic Job: General Advice

Duquesne University, Landing an Academic Job

Harvard, Substance and Content of the Dossier and Other Application Materials

Karen Kelsky, The Professor Is In Blog

Stanford Academic Job Search Resources

Stanford PhD and Postdoc Career Guide

University of California, San Diego, The Academic Job Search Survival Handbook

University of Michigan, Academic Job Search Resources

University of Washington, Academic Career Resources

Yale, Academic Job Search

You on the Market

## Curriculum Vitae (CV)

LifeClever, Give your Resume a Face Lift

## Cover Letter

Brown University, Cover Letters and CV's for Academic Jobs

Inside Higher Ed, Understanding Cover Letters

## Teaching Statement

Duquesne University, Presenting your Teaching Experience

Duquesne University, Statement of Teaching Philosophy Exercises

University of Michigan, Teaching Philosophy

University of Michigan, Sample Teaching Philosophies

University of Minnesota, Teaching Philosophy Samples

University of Pennsylvania, Teaching and Research Statement Samples

## Research Statement

University of Washington, Research Statements

## Diversity Statement

Karen Kelsky, "The Professor Is In: Making Sense of the Diversity Statement."

University of California, Davis, Guidelines for Writing a Diversity Statement

University of California, San Diego, Contributions to Diversity



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