

NanoBioNYC PhD Leadership Workshop Series: Discover Your Career Strengths

Here is the recorded video [workshop](#)

Next steps: Make an appointment with staff at CP&PD to receive a free copy of “Next Gen PhD” by Melanie Sinche. Contact Annabella before going to CP&PD office to schedule day/time to pick up the book.

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Assessments:

- myIDP: <https://myidp.sciencecareers.org/>
- Clifton Strengths: email asrcsensorcat@gc.cuny.edu to claim free code

Resources:

- PPT slides – attached
- Exercise 1 – Strengths and Careers Exercises (attached)
- Exercise 2 - Combining Strengths & Career Options ([google link](#))

EXERCISE 1: CLIFTONSTRENGTHS THEME AWARENESS

Top Five Themes	Theme 1:	Theme 2:	Theme 3:	Theme 4:	Theme 5:
<p>Write down your most powerful talents within each theme <i>(review descriptions of each theme in your report and record words, phrases, and sentences that resonate with you)</i></p>					
<p>Give examples of how you use these talents in your daily life or work <i>(consider roles at work, at home, and in your community)</i></p>					
<p>What action steps could you take to further develop this strength?</p>					

EXERCISE 2: MYIDP CAREER MATCHES & CLIFTONSTRENGTHS THEMES

Instructions: How do your top five CliftonStrengths themes fit with and impact/contribute to your top 3 career matches from myIDP?

Top Career Matches	Theme 1:	Theme 2:	Theme 3:	Theme 4:	Theme 5:
1.					
2.					
3.					

Discover Your Strengths *And How to Maximize Them*

Office of Career Planning & Professional Development

careerplan@gc.cuny.edu

The Graduate Center, room 3300.08

About the Office of Career Planning and Professional Development (CP&PD)

We serve all students and alumni who are current students or have graduated from the CUNY Graduate Center; our services include:

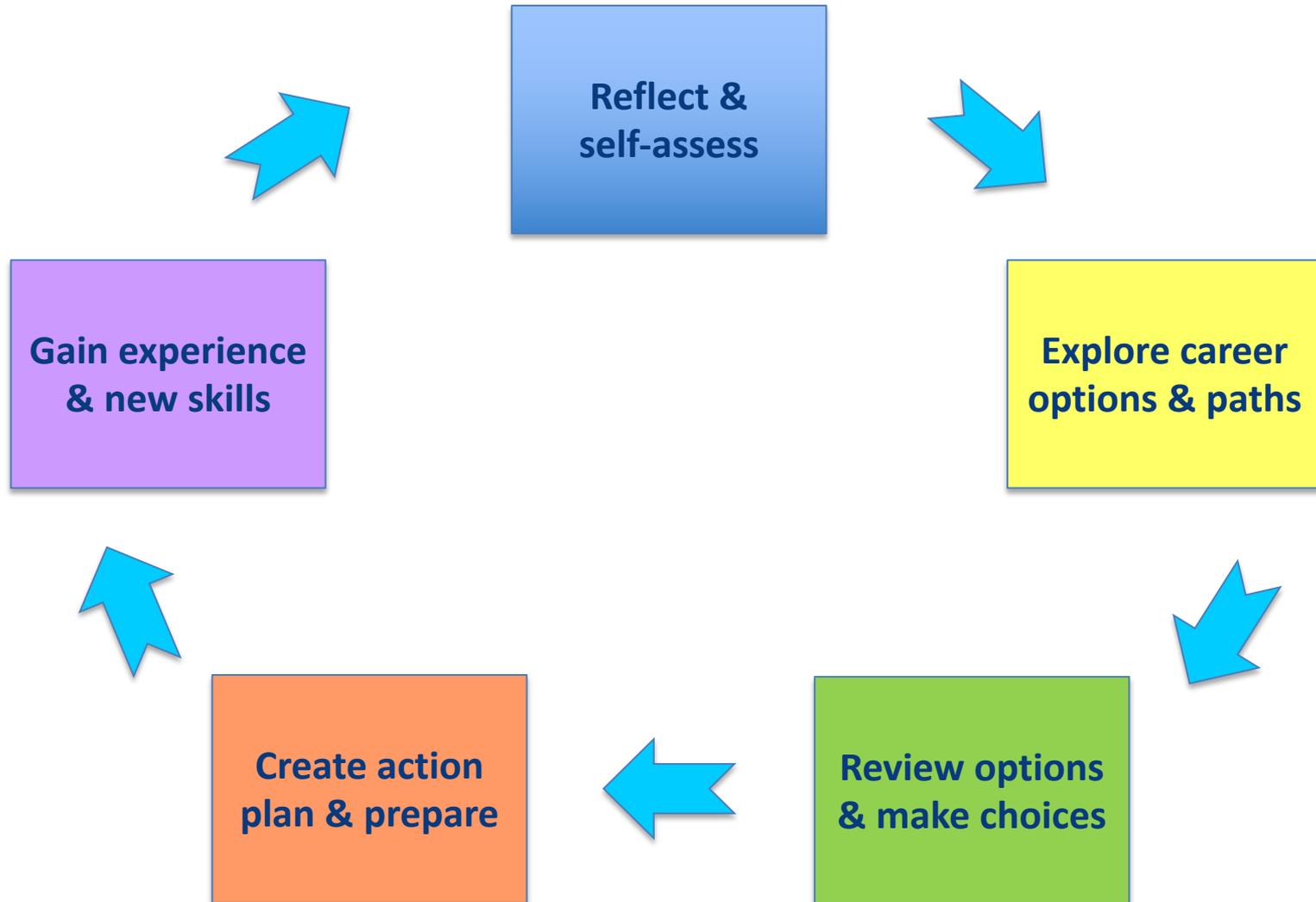
- **One-on-one career advising sessions** (typically 50 minutes) focused on job search, career concerns, and career self-assessment
- **Workshops and webinars** highlighting career development and job search basics (e.g., writing a CV or resume, the nuts and bolts of the academic job search)
- **Career events** featuring alumni and others from various industries, such as big data, government, and community colleges, to name a few
- **Website** with information and blog posts on a variety of career-related topics, including faculty and non-academic job search advice, information on specific career fields, etc.

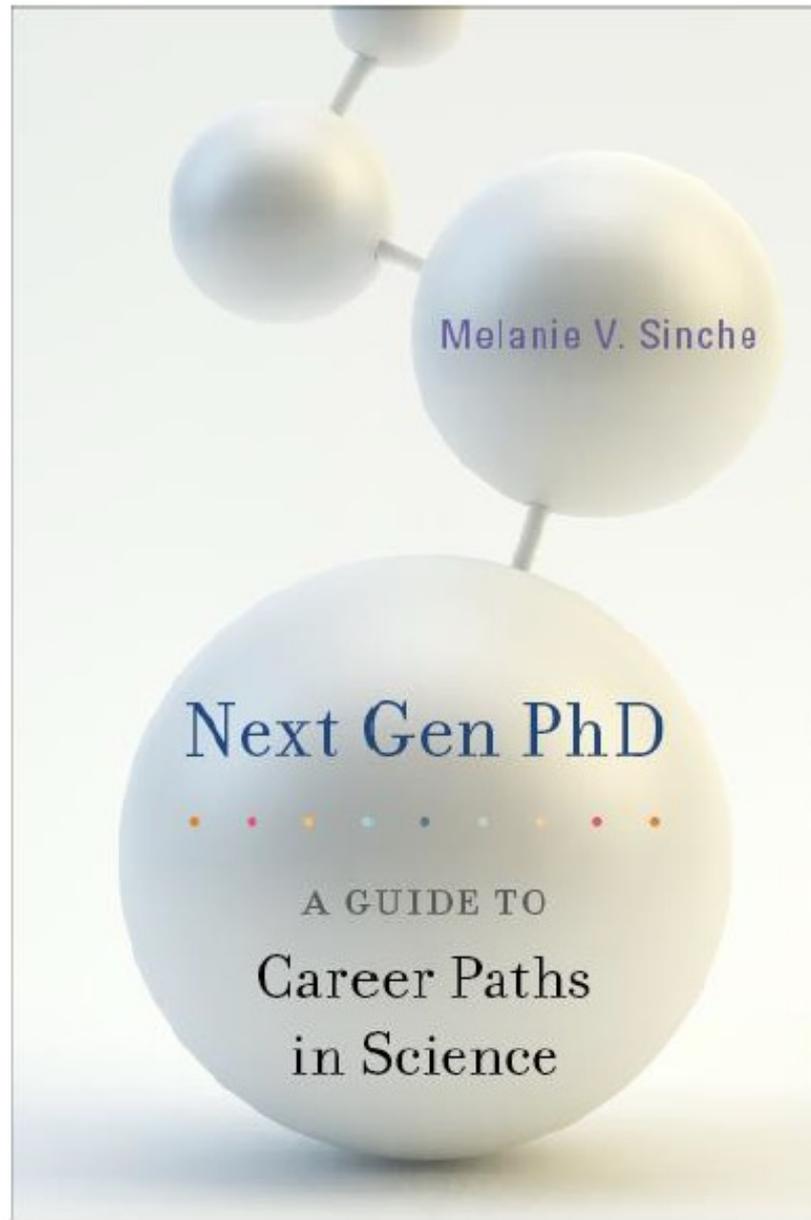
Workshop Agenda

- Consider career options for scientists
- Explore career assessments to help figure out potential career paths
- Assess your strengths with CliftonStrengths
- Reflect on your unique talents and strengths
- Assess your skills, interests, and values with myIDP
- Combine career options and your strengths



Career Development Model





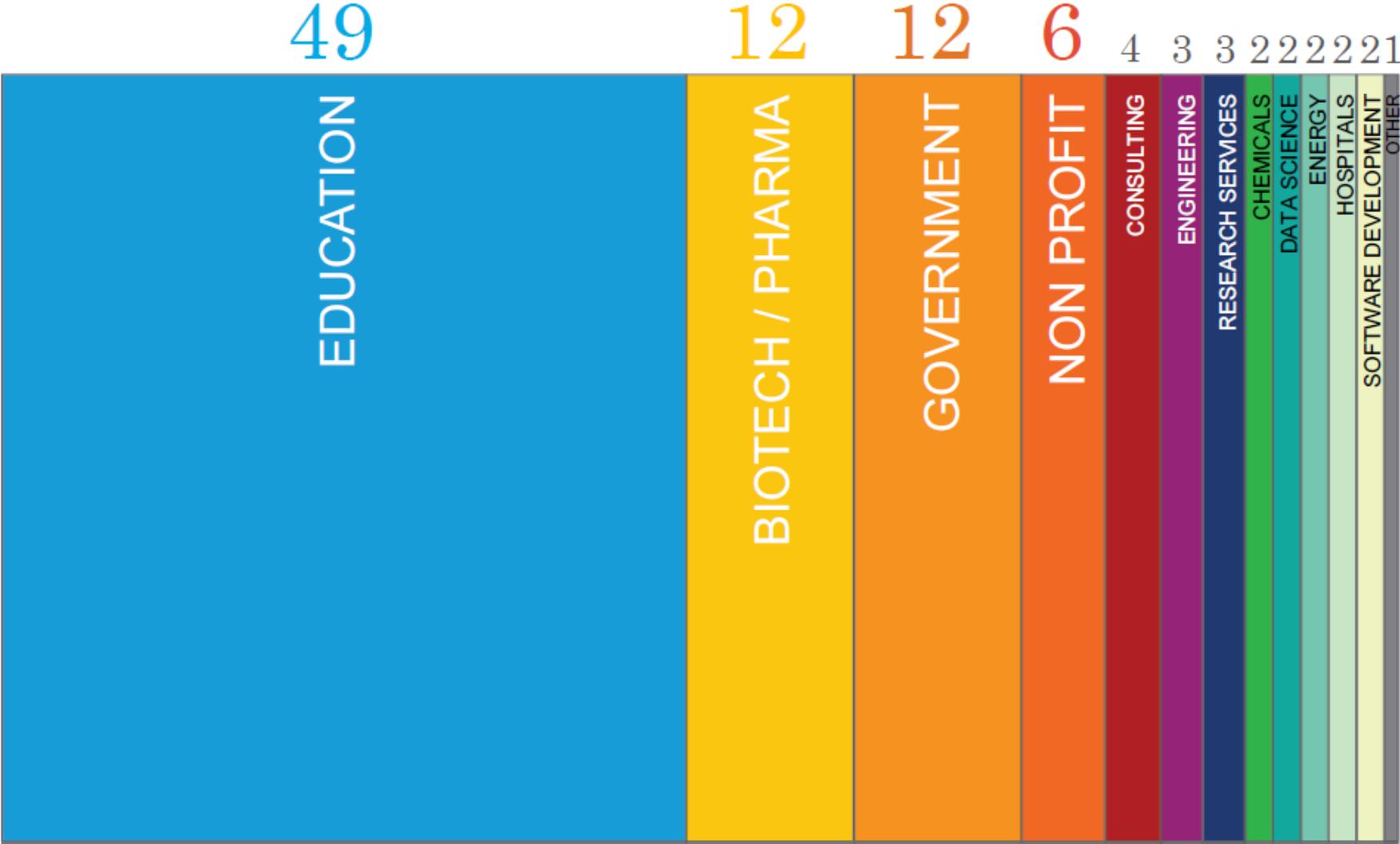
Melanie V. Sinche

Next Gen PhD



A GUIDE TO
Career Paths
in Science

Employment Across Sectors



Career Assessment



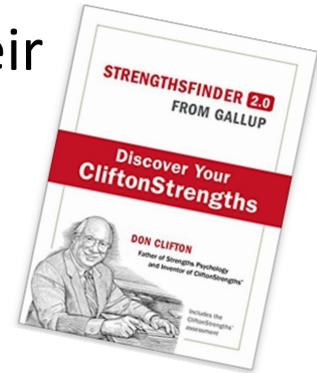


Assessment

- **Take stock of where you are at**, get to know and understand self
- **Reflect on** (*any time you are making a career decision*):
 - Values (work and personal)
 - Interests (current interests, long-held interests)
 - Skills (transferable, motivated, developmental, burnout)
- **Might also consider:**
 - Talents and strengths
 - Personality traits
 - Personal situation

CliftonStrengths

- A tool that helps individuals discover the source of their **natural talents**
- Focus on “Strengths-Based Development”
 - Everybody has strengths
 - Our talents do more than make us unique individuals
 - The key to personal development is to focus on our dominant themes or our greatest talents
- 177 sets of paired statements – clues to the ways in which we most naturally think, feel, and behave as a unique individual
- Measures the presence of your natural talents, which are grouped into 34 general “themes”



Talents

- 34 themes or categories of talents
- **Talents** = Naturally recurring patterns of thought, feeling, or behavior; what you do instinctively
 - When you do more of what comes naturally, you are using your areas of greatest potential
 - The report gives you a place to start and basic understanding of the thoughts, feelings, and behaviors that come naturally to you
 - After gaining an appreciation of your talents, we will find ways that you can intentionally leverage and invest in these natural talents

GALLUP

CliftonStrengths

Donald Clifton

Strengths Insight Guide

SURVEY COMPLETION DATE: 12/30/1999



DON CLIFTON
Father of Strengths Psychology and
Inventor of CliftonStrengths

Talents Can Become Strengths

Talent *(natural way of thinking, feeling, or behaving)*

X

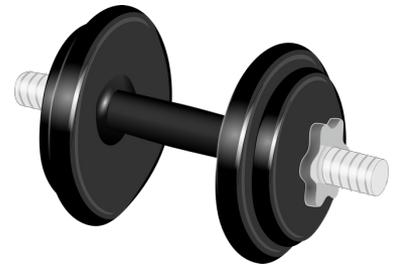
Investment *(time spent practicing and developing your talents)*

= **Strength** *(the ability to consistently produce a nearly perfect positive outcome in a specific task)*



Strengths

- **Strength** = the ability to consistently produce a nearly perfect positive outcome in a specific task.
 - A waiter who is consistently one step ahead of your need
 - A nurse who routinely administers injections so smoothly that patients “don’t feel a thing”
- **How can we develop our strengths?**
 - Building talents into real strengths requires practice and hard work, much like it does to build physical strengths; strengths develop from investment
 - Practice using our strengths every day
 - How can our strengths benefit ourselves and others?
 - Where can our strengths make a positive difference?
 - How can I continue to grow this strength?



Your greatest potential for success comes from understanding your talents and using them every day.

Exercise 1

Exercise 1 – CliftonStrengths Themes:

- Go through 3 of your top 5 themes and highlight words and phrases that resonate with you; record on your chart (*remember that each theme contains several talents; you most likely will not relate to all*)
- Write down at least one example of how you use these strengths in your daily life (*consider roles at work, in your studies, at home, in your community*)
- Record at least one action step could you take to further develop these strengths
- When finished, type in a couple of action steps you can take in the chat



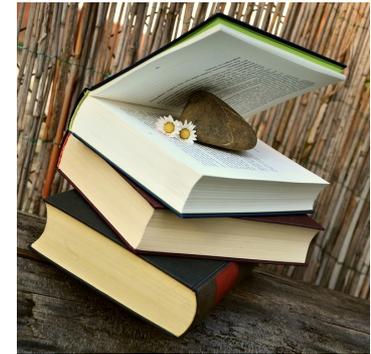
EXERCISE 1: THEME AWARENESS

Top Five Themes	Theme 1:	Theme 2:	Theme 3:	Theme 4:	Theme 5:
<p>Write down your most powerful talents within each theme <i>(review descriptions of each theme in your report and record words, phrases, and sentences that resonate with you)</i></p>					
<p>Give examples of how you use these talents in your daily life or work <i>(consider roles at work, at home, and in your community)</i></p>					
<p>What action steps could you take to further develop this strength?</p>					

Exercise 1: Example

- **Learner**

- Desire to learn and want to continuously improve, acquire additional knowledge and skills
- Do something better, improve, correct mistakes
- Process of learning
- Amass knowledge
- Relish reading about topics that fascinate you



- **How use and could strengthen:**

- Keep abreast of current news, theories, and events that impact the world of work
- Incorporate knowledge into sessions, programs, and events
- Conceptualize and implement new programming based on information
- Volunteer to take on new projects for learning opportunities

myIDP

myIDP: unique, web-based career-planning tool tailored to meet the needs of PhD students and postdocs in the sciences.

- **Career assessment tool:**
 - **Skills exercise:** identify the scientific skills and knowledge areas in which you are proficient and those that could use some attention
 - **Interests exercise:** rate which tasks you enjoy doing and would like to include as integral elements of your career
 - **Values exercise:** answers the questions “What is important to me? What rewards or outcomes do I want from my work?”

myidp.sciencecareers.org



Transferable Skills

- Motivated vs. Burnout vs. Developmental skills
- Not all skills can or need to be utilized through work
- **Consider:**
 - *What have people said you are good at?*
 - Think about performance reviews, coworkers, advisor, family, friends, supervisors
 - *What skills do you love to use, even if you don't think you are very good at them?*
 - *What talents do you have?*



***Results from
myIDP
Skills Assessment**

2	3	4	5 <i>Highly proficient</i>
<ul style="list-style-type: none"> • Navigating the peer review process • Writing grant proposals • Negotiating difficult conversations • Developing/managing budgets • Demonstrating responsible conduct in animal research 	<ul style="list-style-type: none"> • Broad based knowledge of science • Experimental design • Writing scientific publications • Writing for nonscientists • Teaching in a classroom setting • Seeking advice from advisors and mentors • Dealing with conflict • Delegating responsibilities • Can identify and manage conflict of interest • How to identify career options • How to negotiate 	<ul style="list-style-type: none"> • Critical evaluation of scientific literature • Statistical analysis • Speaking clearly and effectively • Presenting to nonscientists • Training and mentoring individuals • Upholding commitments and meeting deadlines • Contributing to discipline (e.g. member of professional society) • Contributing to institution (e.g. participate on committees) • Providing constructive feedback • Careful recordkeeping practices • Understanding of data ownership/sharing issues • Demonstrating responsible conduct in human research • Can identify and address research misconduct • How to prepare application materials • How to interview • Technical skills related to my specific research area 	<ul style="list-style-type: none"> • Interpretation of data • Creativity/innovative thinking • Basic writing and editing • Presenting research to scientists • Demonstrating workplace etiquette • Complying with rules and regulations • Maintaining positive relationships with colleagues • Providing instruction and guidance • Planning and organizing projects • Time management • Managing data and resources • Leading and motivating others • Creating vision and goals • Serving as a role model • How to maintain a professional network • Deep knowledge of my specific research area

Top Skills

Examples of Skills:

- Data interpretation
- Creativity/innovative thinking
- Writing and editing
- Presenting
- Maintaining positive relationships
- Planning and organizing
- Time management
- Leading and motivating others
- Creating vision and goals
- Performing statistical analyses
- Training and mentoring



Application of Transferable Skills

- **Focus on your motivated and developmental skills when looking for jobs**
 - Where is the match? Review the tasks and responsibilities of job.
- **Highlight skills on resume**
 - Start bullet points with action verbs that convey skills: “Wrote” for writing skill, “Present” for presentation skills
 - Incorporate top skills in Summary Statement
- **Include in cover letter**
 - What top skills do you want the reader to remember about you? What are they looking for?
- **Incorporate skills in LinkedIn profile**
 - Add to Headline, Summary, Experience, Education, Skills & Expertise (up to 50)
- **Convey skills through interviews**
 - What makes you unique? What are your strengths?
 - Behavioral questions: Tell me about a time...(demonstrate your skills)
- **Fit into branding and networking conversations**
 - What top skills do you want to share with your contact?

Career Interests

- Interest development
- Follow your interests
- Not all interests can or need to be incorporated into work
- **Consider:**
 - *What topics do you love to read and talk about?*
 - *What fields interest you?*
 - *What do you like to do in your free time? What are your hobbies?*
 - *What knowledge/expertise have you built just because of your interests?*



***Results from
myIDP
Interests Assessment**

3	4	5 <i>I would like to do this often in my career</i>
<ul style="list-style-type: none"> • Writing scientific manuscripts • Learning how to use new equipment or techniques • Building new devices or developing/refining techniques • Negotiating agreements • Analyzing financial data or budgets • Work-related travel 	<ul style="list-style-type: none"> • Designing experiments • Performing experiments • Planning new scientific projects or developing new research directions • Writing project reports or other business-related correspondence • Using qualitative methods in understanding science (e.g., focus groups, in-depth interviews, field observations) • Performing research with human subjects • Teaching in a classroom setting • Serving on committees • Working in a team • Networking with others • Organizing things, creating systems in the workplace • Planning or organizing events • Leading or supervising others 	<ul style="list-style-type: none"> • Analyzing experimental results • Writing position papers or policy papers • Creating presentations • Representing data in figures/illustrations • Giving presentations about science • Reading papers in your field • Learning about other fields • Thinking about science • Keeping up with current events in science • Discussing science with others • Attending conferences or scientific meetings • Using quantitative methods in understanding science (e.g., statistics, mathematical modeling) • Developing curricula • Writing about science to non-scientists • Speaking about science to non-

Top Interests

Examples of Interests:

- Designing experiments
- Performing experiments
- Analyzing results
- Planning new projects
- Writing papers
- Reading papers
- Learning about other fields
- Keeping up with current events
- Using quantitative methods
- Speaking to non-scientists
- Developing curricula
- Mentoring or teaching





Career Values

- Provide direction: reflect who we are, what is important
- Development of values: can shift over time, major transitions or life events
- Not all values can or need to be met through work

Consider:

- *What values are most important to have as part of your career?*
- *What values are important in your personal life?*
- *What values have been missing in the past?*

***Results from
myIDP
Values Assessment**

	2	3	4	5 <i>Essential</i>
s	<ul style="list-style-type: none"> Fast Pace: work in a busy atmosphere with frequent deadlines Supervision: be directly responsible for work done by others Aesthetics: appreciate the beauty of things and ideas that I work with Not Physically Challenging: have a job that does not require high physical demands High Demand: develop a desirable knowledge base or skill set to facilitate finding my next job 	<ul style="list-style-type: none"> Friendships: Develop close personal relationships with people at work Competition: engage in activities that test my abilities/achievements against others' abilities/achievements Influence People: be in a position to change attitudes or opinions of other people Independence: work with little direction from others Job Security: be assured of keeping my job and salary Benefits Available: have health, retirement, tuition reimbursements, etc. Earning Potential: have a salary which allows me to purchase essentials as well as some luxuries of life Status and Prestige: work in a position or organization which carries respect with my friends, family or colleagues 	<ul style="list-style-type: none"> People Contact: have day-to-day contact with clients or colleagues Teamwork: work in collaboration with others as part of a team Congenial Atmosphere: work with friendly colleagues Make Decisions: have authority to decide courses of action, policies, etc. Work Alone: work on projects by myself, with little contact with others Variety: have job duties that change frequently Recognition: be recognized or appreciated for the quality of my work Risk Taking: have work duties that involve trying new things, despite the chance that negative outcomes could result Location: live in a place which is conducive to my lifestyle Professional Development: have a 	<ul style="list-style-type: none"> Help Society: contribute to betterment of world Help Others: be involved with directly helping individuals or small groups Intellectual Challenge: perform work that is intellectually stimulating Work on Frontiers of Knowledge: engage in the pursuit of knowledge or generating new ideas Expert Status: be acknowledged as an expert in a given field Creativity: originate and develop new ideas Flexible Schedule: have some choice over the hours or days that I work Work/Life Balance: balance time spent at work and time spent doing other activities Family Friendly: have a job with policies supportive of families, including day care, flexible work schedules, etc.

Top Values

Examples of Values:

- Help society
- Intellectual challenge
- Work on frontiers of knowledge
- Expert status
- Creativity
- Recognition
- Flexible schedule
- Professional development
- Family friendly
- Compensation/benefits
- Learn new things
- Job security



20 Career Paths

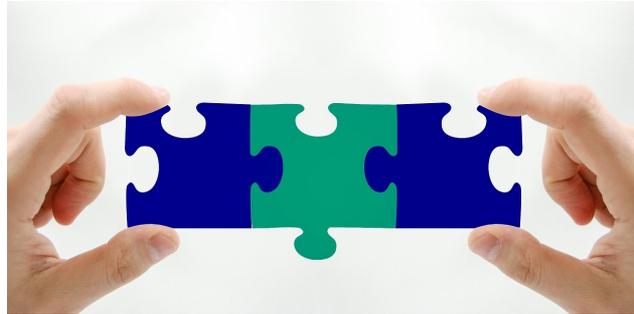
Career Path	Skills Match	Interests Match
Science policy: Public affairs/government affairs staff at scientific societies, foundations, government entities, or think tanks	<u>87%</u>	<u>72%</u>
Combined research and teaching careers: Faculty at a liberal arts college or university whose job includes both research and major teaching responsibilities	<u>77%</u>	<u>80%</u>
Sales and marketing of science-related products: Medical science liaison; technical sales representative; marketing specialist	<u>90%</u>	<u>66%</u>
Science education for non-scientists: Education or public outreach specialist such as at a science museum or scientific society	<u>84%</u>	<u>72%</u>
Research in industry: Discovery or preclinical researcher; manager of a research team or facility	<u>76%</u>	<u>77%</u>
Public health related careers: Public health program analyst or evaluator; epidemiologist; biostatistician; medical informaticist	<u>93%</u>	<u>58%</u>
Research staff in a research-intensive institution: Staff scientist or researcher in academia or government, lab manager, director of a multi-user research facility in an academic institution	<u>81%</u>	<u>69%</u>
Intellectual property: Patent agent; patent attorney; technology transfer specialist	<u>88%</u>	<u>62%</u>
Business of science: Management consultant; business development professional in a biotech company; venture capitalist; market researcher; investment analyst	<u>82%</u>	<u>66%</u>
Support of science-related products: Technical support specialist; field application specialist; product development scientist or engineer	<u>94%</u>	<u>54%</u>
Scientific/medical testing: Testing specialist in an environmental, public health, genetics, or forensic science setting (intelligence agencies, federal/state departments of justice); clinical diagnostician	<u>89%</u>	<u>57%</u>
Teaching-intensive careers in academia: A primarily teaching faculty position in a research university, liberal arts college, community college	<u>80%</u>	<u>66%</u>
Research administration: Research administrator in private or public research institutions, government or academia, including compliance officers, grants and contracts officers; dean or director of research programs	<u>83%</u>	<u>62%</u>
Entrepreneurship: Starting your own business	<u>79%</u>	<u>65%</u>
Clinical research management: Clinical research project/trials manager or coordinator	<u>86%</u>	<u>58%</u>
Science writing: Science, medical, or technical writer or journalist; science editor; science publisher	<u>79%</u>	<u>64%</u>
Science education for K-12 schools: Classroom teacher; curriculum developer; science specialist	<u>76%</u>	<u>66%</u>
Principal investigator in a research-intensive institution: Independent researcher at a medical school, private research institute, government lab or university with minimal teaching responsibilities	<u>70%</u>	<u>70%</u>
Drug/device approval and production: Regulatory affairs professional; quality control specialist	<u>86%</u>	<u>53%</u>
Clinical practice: Clinician such as genetics counselor, therapist, physician	<u>86%</u>	<u>44%</u>

Conduct Research on Paths

- Job posting exercise (collect 3-5 job postings); note skill gaps
- Online career research
- Informational interviewing
- Try out career paths:
 - Job shadowing
 - Job simulations
 - Volunteering
 - Projects
 - Internships – regular and micro-internships
 - Freelance/gig/contract work
 - Part-time jobs



Combining Strengths & Career Paths



Exercise 2

Exercise 2 – myIDP and CliftonStrengths:

- Identify your top three career path matches (from myIDP chart)
- How might your CliftonStrengths themes fit with and impact/contribute to these career paths? Or do they not fit?

Consider:

- *Work environment*
- *Work tasks*
- *Type of people you might work with*
- *How you would get your work done*



- Record on chart; add some of your thoughts in the google doc:
https://docs.google.com/document/d/1bpcuOgdQe2vBlyt0YkOzNHnkccnCcYUTWUND_j4c1Ho/edit?usp=sharing

EXERCISE 2: MYIDP & CLIFTONSTRENGTHS

Instructions: How do your top five CliftonStrengths themes fit with and impact/contribute to your top 3 career matches from myIDP?

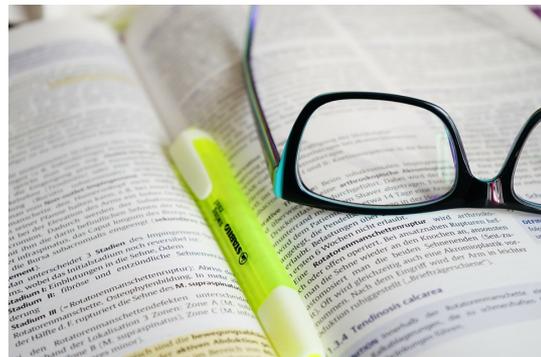
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Top Career Matches	Theme 1:	Theme 2:	Theme 3:	Theme 4:	Theme 5:
1.					
2.					
3.					

Exercise 2: Example

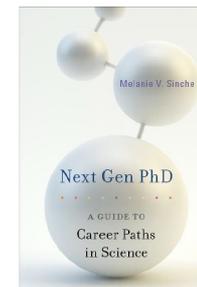
Science Policy Career Path & Learner Strengths Theme

- Science policy most likely incorporates project-based work so that I am continually learning about new areas and topics
- Find a science policy role where I can be viewed as an expert, where I can continue to grow in this expertise, and I can share ideas and knowledge both internally and externally
- Look for an employer that supports continual professional development and provides opportunities for conferences, courses, etc.





Summary



- Capitalizing on our talents is our best opportunity for excellence and success; further developing and practicing our talents everyday will lead to strengths
- Assessing our skills, interests, and values will help us identify possible career paths
- By considering our strengths and how they contribute to possible careers, we can find work environments, tasks, and responsibilities that provide a strong fit and lead to career satisfaction

Next Steps:

- *Finish Exercise 1 and 2 for all five CliftonStrengths themes and your top five career matches on myIDP*
- *Come visit us to further discuss your results and receive a copy of Melanie Sinche's book!*

QUESTIONS?

