Career Planning for WiSER Researchers

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East Chapel
www.tcd.ie/careers
Career Planning

Self Awareness

Who am I?

Planning & Taking Action

How best to apply?

Opportunity Awareness

What is available out there?

Decision-making

How can I make the best match?

Career Planning for WiSER Researchers:

- overview of options available and information sources
- making an informed choice
- presenting yourself and effective CVs
- take action!
After research?

<table>
<thead>
<tr>
<th>Linear Progression</th>
<th>Changing Emphasis</th>
<th>New Direction</th>
</tr>
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<tbody>
<tr>
<td>New contract</td>
<td>Industrial Research</td>
<td>Accounting</td>
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<tr>
<td>Research Fellow</td>
<td>Your own spin off business</td>
<td>Law</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Scientific adviser (Government – HEA, Forfas, IUA etc)</td>
<td>Marketing</td>
</tr>
<tr>
<td>Campus Company</td>
<td>Research councils</td>
<td>Management Consultancy</td>
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<td></td>
<td>Scientific Publishing</td>
<td>Administration</td>
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<td></td>
<td>Legal or Patents</td>
<td>Personnel</td>
</tr>
</tbody>
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In private sector

In public sector

In self-employment

In service sector
Widening Horizons

- Nearby
  - Still close
  - A little further
  - Away from research

- Narrow horizon known
- A little wider but still in university
- Still research but another setting
- Using specialist knowledge & understanding but not in res.

- Increasing effort to research
- Increasing breadth of opportunity
- Increasing likelihood of some kind of re-training

(EPsrc, 2000)
What do CRs do next? (Ireland)

- IUA research (Geary Institute, UCD)

- Higher Education Research Group

- Forfas / Advisory Science Council
  - Researchers 1997 -2006 (mainly SET some HSS)
  - 84% 20-39
  - 54% female
  - 79% Irish
  - 16% Masters 84% PhD
  - 8% researchers in industry
  - Distribution between 7 Uni’s 30% IoTs
What do CRs do next?
Case Studies (UK)

Examples all round you of **academic/research careers** within University

**Rowena**
-B.Sc and Ph.D in Chemical Physics, 4 yrs (Chemical association, Natural History Museum), Research Associate **Principal Scientist in Industry**

**Michelle**
-B.Sc., Ph.D in Pharmacology, several research contracts, postdoctoral research fellow **Planning organising and delivering workshops to research students in a university**

**Kathryn**
-B.Sc and Ph.D in chemistry, contract researcher, Science public relations, **editor of web-based scientific magazine**

**Jennifer**
- B.A. Hons, M.Sc, Ph.D, CR 6 years bioengineering, 10 years in Transport Operations Group (RA, Senior RA), **Bioengineering consultancy**

*The Good Practice Guide AGCAS Contract Research Task Group 2007*
What do PhDs do?

All 2005
49.5% work in third level education, 4% in secondary education
13% manufacturing: pharmaceutical and chemical 6%, Computer and electronic 6
12% employed in health service
4% research, planning, art galleries etc.
4% in business, finance and insurance services
3% civil service/ local authorities
Other 10%

(HEA, 2006)

TCD – 2004 & 2005
• Pharmacy
  Formulation Scientist, Merrion Biopharma
  Process Change Controller & Production Supervisor, Leo Pharma
• Computer Science
  Design Engineer, Frontier
  Graduate developer, Cramer Systems
  Software Developer, Audio Software Development co.
  Research/ Research Fellow/ Lecturer, TCD
• Botany
  Contract researcher, NUIM
  Biological Records, National Parks and Wildlife
  Lab technician, UCD
• Physics
  Development Manager, SGL Carbon Group
  Financial Analyst, AIB
  Unspecified, European Synchrotron Radiation and Intel Ireland
• Other disciplines
  Contract research in Ireland, Europe
Networking: The What, Why and How

- Networking is about giving you the opportunity to use the experience, knowledge and know-how of other people to achieve a specific objective (Can be vice versa)
- Used to help you make informed decisions or if you are lucky gain entry into a suitable job
- Informal networking can be done anytime, anywhere e.g. conferences, online, social/college events etc
- Formal networking requires careful preparation and ensuring that you are asking the right advice from the right people (Referred to as Informational Interviewing)
Your Network?

My Network...

Who do I know that...?
Who do I know that knows that...?
Informational Interviewing - Some Tips

- Select the best-use referrals where possible
- Research the company/the person
- Decide on the method of approach - phone, letter, email-combination
- Provide the person you are meeting with some supporting material e.g. a short biographical paragraph or a CV
- Agree a specific time and don’t overrun
- Prepare some key questions - open ended questions are best
  - Describe your current role/What skills and qualifications did you need/What are the main lessons you learned/Would you have done anything differently/what advice would you give me
- Be enthusiastic and positive
- Remember it’s a two way process - you may be able to help them
- Get at least one new contact
- Keep the door open - Write and thank/Arrange a follow up meeting
- Don’t ask for a job
Finding opportunities

- www.tcd.ie/careers
- Professional organisations/ associations
- Vault Online Career Library (from TCD Careers website www.tcd.ie/careers)
- Careers Information Centre, East Chapel (information folders, alumni database)

Career Planning for WiSER Researchers:
- overview of options available and information sources
- making an informed choice
- Presenting yourself and effective CVs
- take action!

Planning & Taking Action
How best to apply?

Self Awareness
Who am I?

Opportunity Awareness
What is available out there?

Decision-making
How can I make the best match?
Making an Informed Choice
- Self Awareness

- Who are you?

- What have you got to offer?
  (Skills, Qualities, Experience)

- What motivates you?
  (+ interests and values)

- How do you like to work/learn?
  (+ Personal style/ learning style)
How do you like to work and learn?

- Why do you work? Motivations
- What kind of work do you want?
  - Activities
  - Contributions
- What is your style of working?
- How might others see you?
- Your main assets
- Areas for development

- Profiling for Success
  Personal and Learning Style Indicator
Personal Style/ Type

Type Dynamics Indicator– Profiling for Success
- Preference not BOX/label
- Continuum
  - Extroversion – Introversion
  - Sensing – Intuitive
  - Thinking – Feeling
  - Judging – Perceiving
Both attitudes part of everyone’s style – one is preferred and usually better developed
Extraversion - Introversion

EXTRAVERSION and INTROVERSION

Are complimentary attitudes towards the world

AN EXTRAVERT HAS A PRIMARY ORIENTATION OUTWARDS - THEY SEEK ESSENTIAL STIMULATION FROM THE ENVIRONMENT -- THE OUTER WORLD OF PEOPLE AND THINGS

AN INTROVERT HAS A PRIMARY ORIENTATION INWARDS - THEY SEEK ESSENTIAL STIMULATION FROM THE INNER WORLD - THEIR THOUGHTS AND REFLECTIONS

Both attitudes are part of everyone’s lifestyle, but one is usually preferred and better developed
SENSING and INTUITION are ways to taking in information.

**S**

THE SENSING FUNCTION TAKES IN INFORMATION “AS IT IS” - IT IS MORE LITERAL AND CLOSER TO THE FIVE SENSES OF SIGHT, SOUND, FEEL, TASTE & SMELL

**N**

THE INTUITING FUNCTION TAKES IN MORE HOLISTIC INFORMATION - IT SEES PATTERNS AND CAN APPEAR LIKE A “SIXTH-SENSE” OR HUNCH

Both functions are part of everyone’s style, but one is usually preferred and better developed.
Thinking - Feeling

THINKING and FEELING are ways of making decisions

T

THE THINKING FUNCTION IS COMFORTABLE SORTING INFORMATION TO MAKE A CLEAR RATIONALE - IT SEeks A LOGICAL AND OBJECTIVE BASIS FOR MAKING DECISIONS

F

THE FEELING FUNCTION IS COMFORTABLE MAKING A DIRECT JUDGEMENT ON THE BASIS OF SUBJECTIVE VALUES

Both functions are part of everyone’s style, but one is usually preferred and better developed
Judging - Perceiving

JUDGEMENT and PERCEPTION are complimentary lifestyles

A JUDGING ORIENTATION MEANS A PREFERENCE FOR CLOSING, GETTING RESULTS, MAKING DECISIONS HAVING A MORE PLANNED AND ORDERLY LIFESTYLE

A PERCEIVING ORIENTATION MEANS A PREFERENCE FOR KEEPING OPTIONS OPEN, BEING ADAPTABLE AND REACTING WITH SPONTANEITY AND FLEXIBILITY

Both attitudes are part of everyone’s lifestyle, but one Is usually preferred and better developed
Making an Informed Choice
- Tools for Self Assessment

- Profiling for Success
- Paper and Pen
- Ask others – 5 positive things, feedback from supervisors
- Reflection
  - Keep a record of your achievements, skills development, goals etc.
- Why?
  - Personal criteria for career development
  - Articulate what you offer to potential employers
Labour Market Context
..... So What Do Selectors Look For?

- Enthusiasm for position
- Personal qualities
- **Transferable skills**
- Potential for advancement
- Good academic record
- Relevant work experience
- **Specialist subject knowledge**
- Personal interests
- Other work experience

- Motivation & enthusiasm
- Team working
- Oral communication
- Flexibility & adaptability
- Initiative/pro-activity

(www.skillsproject.ie)
What do they think about Researchers?

Benefits

- **Analytical thinking, report writing** and the **ability to work independently**
- **High academic profile** which is advantageous when presenting their CVs to prospective clients
- **Good learning skills, their commitment to task** and the need for **minimum supervision**
- **Highly developed research skills** combined with an **intellectual approach** (Wright, 2000 - UK)
- The fact that someone has done research can show **enthusiasm, dedication and focus**. Additional **maturity** can bring better work ethic and more organisational loyalty
- **Analytical skills**, finding **new solutions to problems** and openness
- Better **management skills** <than graduates> – better at managing time and resources ... more **mature** manner
- **Active participation in conferences/ networking** or discussion groups/ informal contacts with industry and **what you do with your time outside research are all important to us** (Couter, 2005)
What do they think about Researchers?

Drawbacks

- Lack of **commercial awareness**/ experience and lack of career motivation
- Lack of exposure to **commercial world** and **limited team-working** skills, limited experience of working on short-term tasks
- Lack of experience of **meeting deadlines** and the lack of awareness of the different aims of academia and industry
- Tend to become focussed on their subject area and **don’t emphasise their transferable skills**  
  (Wright, 2000 - UK)
- One of the problems can be their experience is purely lab based.... Need to look beyond ... to think about the **practical application of what they are doing** and be ready to really broaden the application of their specialist knowledge
- A stereotype of researchers exist ‘ lone working introverted academic’... researchers need to get beyond that and to do so they need to be **able to learn and use a different language** when presenting themselves outside academia  
  (Couter, 2005)
What do CRs think Employers think?

- Little recognition or awareness outside academia of the value of a higher degree and the skillset thereby attained
- Industry in Ireland is rarely looking for basic academic researchers
- The private sector think we are too difficult to retrain
- The job interview process I went through prior to leaving Trinity made me realise that moving out of academia is difficult (TRSA, 2006)
- People in industry are secretly worried that the post docs may be more capable – better qualified, better at their work (Couter, 2005)
Career Planning

Self Awareness
Who am I?

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Decision-making
How can I make the best match?
Presenting Yourself & Effective CVs

- A Plan of Action
- Presentation Statements
- Job Adverts & Identifying Skills
- CVs & Cover Letters
Presentation Statements

- Capsule Profiles
- Position Profiles
- Career Overview
“I’ve just completed a research contract this year in the School of Computer Science and Statistics at Trinity College Dublin. My speciality is Stochastic local search (SLS) methods (many of which are also known as metaheuristics) which are among the most powerful techniques for solving hard combinatorial problems. During my research I had to examine the general concepts and specific instances of SLS algorithms and carefully consider their development, analysis and application. My thesis focuses on the most successful SLS methods and explores their underlying principles, properties, and features.”
Position Profile

• In answer to:
  _ What do you want to do?
  _ What are you looking for?

• Defines the level of position sought
• Shows strong benefit to employer
• Indicate greatest skill/area of expertise
• 30 seconds expressed in business language
Career Overview

“So, tell me about your career to date - Where have you worked?”

• Chronological overview of your career to date
• Detail institutions you have worked for and positions held
• Interprets your experience in the context of the job you are applying for
• Brief examples of achievements
• Not a blow by blow life history!
Replied to Job Adverts

- **Job** Description
- **Person** Specification
Replying to Advertisements

- Address to a named person
- Reply where you meet 70% of the criteria
- **Analyse** the advertisement
  - Stated needs
  - Inferred needs
  - Style & culture
  - What is the most crucial need
Identifying Skills & Gathering Evidence

- Skills that **employers** are looking for...
- Skills that **researchers** possess...
Non-Academic Employers
Suggestions for Contract Researchers

- **Translate** your ideas into commercial reality
- Convince employer that the commercial world is not your “second choice”
- Prove you have thoroughly researched the position
- Recognise the differences between the new position and your current post in academia
- Stress **transferable skills**
- Focus on skills and competencies and relate them to the commercial environment if possible
- Emphasise a **rounded individual**...are you a self-starter? Are you a leader?

(Wright 2000)
### Researchers’ Skills...

<table>
<thead>
<tr>
<th>Skills</th>
<th>Relevant Experience</th>
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<tr>
<td>Communication</td>
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<tr>
<td>Interpersonal</td>
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<td>• Oral</td>
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<td></td>
<td>_Teaching</td>
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<td></td>
<td>_Explaining</td>
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<td>_Presenting papers</td>
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<tr>
<td>Interpersonal</td>
<td></td>
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<tr>
<td>Administrative</td>
<td>• Written</td>
</tr>
<tr>
<td>Research</td>
<td>_Publishing papers</td>
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<tr>
<td>Personal Characteristics</td>
<td>_Writing project reports</td>
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<tr>
<td><strong>Interpersonal</strong></td>
<td>• Supervisory</td>
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<td>• Teamwork</td>
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<td>Administrative</td>
<td>• Negotiation</td>
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<tr>
<td>Research</td>
<td>• Counselling</td>
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<tr>
<td>Interpersonal</td>
<td></td>
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<tr>
<td><strong>Administrative</strong></td>
<td>• Time Management</td>
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<td></td>
<td>• Organising</td>
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<td>• IT</td>
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<td></td>
<td>• Business Awareness</td>
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<tr>
<td>Research</td>
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<tr>
<td><strong>Research</strong></td>
<td>• Practical</td>
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<td></td>
<td>• Analytical</td>
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<td></td>
<td>• Learning</td>
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<td></td>
<td>• Debating</td>
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<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Characteristics</strong></td>
<td>• Perseverance</td>
</tr>
<tr>
<td></td>
<td>• Resilience</td>
</tr>
<tr>
<td></td>
<td>• Adaptability</td>
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<td></td>
<td>• Self-motivation</td>
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## Analysing a Job Adverts & Description

<table>
<thead>
<tr>
<th>They Want</th>
<th>My Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant Degree/Experience</td>
<td>PhD and Contract Researcher</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Presenting papers in tutorial groups, teaching experience</td>
</tr>
<tr>
<td>Project Management Skills</td>
<td>Managing resources, meeting deadlines, working to budget e.g. my PhD</td>
</tr>
<tr>
<td>Interest in HE research</td>
<td>Long-established interest in HE demonstrated through research interests</td>
</tr>
<tr>
<td>Networking Skills</td>
<td>Have developed &amp; maintained vital contacts &amp; robust network of colleagues</td>
</tr>
<tr>
<td>Financial Skills</td>
<td>Accountable for equipment budget on current project (15% of total)</td>
</tr>
</tbody>
</table>
CVs

Arm’s Length Test

So What? Test
The Academic CV – Key Sections

- CONTACT INFORMATION
- EDUCATION
- TEACHING EXPERIENCE
- RESEARCH EXPERIENCE & INTERESTS
- STATISTICAL & COMPUTER EXPERIENCE
- PUBLICATIONS
- CONFERENCE PRESENTATIONS
- PROFESSIONAL ACTIVITIES & AFFILIATIONS
- INTERESTS & ACTIVITIES
- REFEREES
Choosing your words carefully...

“Delivered eight class lectures on nanomaterials for Junior Sophisters and developed five supporting problem sets and an end of term examination”

“Responsibilities included preparing class lectures, homework assignments and exams”
...and writing clearly

- Do double edit
- Do lead with the most important
- Do use good presentation layout
- Do use italics, bold & underlining sparingly
- Do use bullets, wide margins & indented text
- Do keep CV short (max 2 pages)
- Do use active verbs
- Do communicate achievements with tangible results
Differing roles require differing emphasis...

- RESEARCH UNIVERSITY
  - EDUCATION
  - AWARDS & GRANTS
  - RESEARCH EXPERIENCE
  - RESEARCH INTERESTS
  - PUBLICATIONS
  - CONFERENCE PRESENTATIONS
  - TEACHING EXPERIENCE

- INSTITUTE OF TECHNOLOGY
  - EDUCATION
  - AWARDS & GRANTS
  - TEACHING EXPERIENCE
  - TEACHING INTERESTS
  - RESEARCH EXPERIENCE
  - PUBLICATIONS
  - CONFERENCE PRESENTATIONS
The Non-Academic CV – Key Sections

- PERSONAL DETAILS
- CAREER OBJECTIVE/PERSOナル PROFILE
- EDUCATION & QUALIFICATIONS
- EMPLOYMENT HISTORY
- SKILLS PROFILE
- INTERESTS & ACHIEVEMENTS
- REFEREES
Personal Details...

- Keep it short
- Top of page
- Date of birth - optional
- Email address

Melissa Kelly
34 The Walk
Sea Lane
Dublin 7
Telephone: (01) 457 9633
E-mail: student.dbs@ucd.ie
Date of birth: 28-02-82
Consider Using Profiles

Career Objective

“A commercially aware and IT literate science PhD graduate with highly developed problem solving, interpersonal and communication skills now looking for a career opportunity in management consultancy.”
Personal Profile

• PhD graduate with extensive research experience in quantitative research methods

• Excellent teamwork skills developed through soccer, committee experience and research group

• Broad ranging teaching experience through teaching assistantship, voluntary work and literacy teaching

• Genuine commitment to ongoing personal development as demonstrated through extra courses taken
Employment History

**Oct 2004-Sept 2006**  
**Demonstrator**  
University College Cork

- Demonstrated laboratory work to wide variety of students from first to third year including cohort of students from school of Biology
- Successfully adapted teaching style to suit all ages & abilities of students
- Also took responsibility for group of three students working on a short-term project
- Worked very closely with them to teach techniques used routinely in our work
- Determined structures of some simple modules that I hope to publish in near future
Skills Profile

- **Problem solving** – An analytical, logical and determined approach to problem solving demanded by my in-depth research work at Trinity College Dublin

- **Project Management/Leadership** – Instrumental in the organisation of a running club reunion held in Summer 2006. Took charge of the publicity for the event & single-handedly traced as many former members as was possible

- **Communication Skills** – Particular interest in communicating science to general public in a way that dispels common myths. Have been involved in demonstrating science at the Edinburgh Science festival & have visited local schools to tutor in Chemistry classes

- **Initiative & Commitment** – Volunteered for teaching & supervisory duties outside formal remit, nominated representative on various committees, participated in staff development courses to improve computing, management & supervision skills

- **IT** – Confident IT user with strong working knowledge of multiple computer programmes, languages & applications including Microsoft Office, HTML, UNIX, & Visual Basic
Interests & Achievements

Voluntary:

Publicity Officer, Amnesty
Arranged a publicity campaign.
Gained experience in delegation, proofreading text, desktop publishing and working under pressure to meet deadlines

Sport:

Treasurer, Boxing Club
Kept accounts for a committee of eight. Helped organise a campaign to extend membership of the club which resulted in twenty new members
Academic/Non-Academic CVs
Main Differences

- Sell research
- List of publications
- Several pages longer
- Technical skills
- Ability to attract funds
- Research methods used
- Sell additional experience
- Leisure interests normally not included
- Names of research groups/collaborators etc.

Research might not be relevant
Only list if relevant
2 pages max.
Transferable skills
Commercial awareness
Experience relevant to new job
Sell all relevant experience
Leisure interests
## Differing CV Emphasis...

<table>
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<tr>
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<th>Industrial CV</th>
<th>Non-Academic CV</th>
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<tbody>
<tr>
<td>Research reputation</td>
<td>Administrative Experience</td>
<td>Knowledge of the area/Commercial Awareness</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>Research Experience</td>
<td>Transferable “soft” skills</td>
</tr>
<tr>
<td>Administrative Experience</td>
<td>Technical Skills (Subject specific)</td>
<td>Administrative Experience</td>
</tr>
<tr>
<td>Ability to attract funds</td>
<td>Transferable “soft” skills</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>Commercial Awareness</td>
<td>Reasons for Changing Career</td>
</tr>
</tbody>
</table>
Exercise 2-Reviewing your CV...
Cover Letters

Opening Paragraph

• States “who” you are
• “How” you come to be making the approach
  _ You are responding to an advertisement
  _ You are applying speculatively
  _ You met with an individual
• Refers to the enclosed CV
• Make a Connection if possible

“It was a pleasure to meet you last month at the Advanced Materials Conference in DIT”
• **Why the Role & Why the Company?**
  _ Why do you want to work in this role?_
  _ Why you want to work for the particular company, government department, organisation?_
  _ State that you are very interested in working for them and illustrate the research that you have completed on them_
  _ Define why you are a suitable candidate, personal qualities, relevant experience..._
• **Close** your letter with an optimistic statement that you would like to:
  - Discuss employment opportunities
  - You look forward to hearing from the individual
  - Sign letter and print your name below signature
Career Planning

Self Awareness

Who am I?

Planning & Taking Action
How best to apply?

Opportunity Awareness
What is available out there?

Decision-making
How can I make the best match?
Action: Moving forward

- One small achievable goal to be achieved before end of January 2008

- Imagine it is end of January 2008: Send yourself a congratulatory postcard and remind yourself of the next step for Spring 2008

- Use the address where you can be contacted at end of January 2008
Dear Sarah,

Congratulations on your recent promotion- you worked so hard in the autumn delivering workshops, preparing web pages and doing research on student needs and issues. What about your research? Hope you are still on target to get something published by the end of this academic year?

Keep smiling!

Love Sarah

Sarah Ryan,
Careers Adviser
East Chapel
Front Square
Trinity College
Dublin
Dublin 2
Career Planning

Self Awareness
Who am I?

Planning & Taking Action
How best to apply?

Opportunity Awareness
What is available out there?

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How can I make the best match?