



University of California
San Francisco



**Weill Cornell
Medicine**

**Graduate School
of Medical Sciences**

A partnership with the Sloan Kettering Institute

Making the Most of Individual Career Advising Sessions

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Amanda Langer, NIH OITE (T3 – 2016)

Naledi Saul, UCSF (T3 – 2016)

Poll: Who's here today?

- Career Advisor, Grad Program Advisor, Postdoc Office Administrator, *with formal counseling training*
- Career Advisor, Grad Program Advisor, Postdoc Office Administrator, *with PhD-level science training*
- Other non-faculty administrator
- Faculty Member/PI/Graduate Program Leader/Dean
- Trainee (postdoc, grad student)

What will we cover today?

Our roles and responsibilities in career advising sessions

Theories behind career counseling practices

Common barriers to successful career advising sessions

- Identifying biases in counseling and advising

Issues and facts about PhD careers during this pandemic

Agenda

1:30 pm – 1:40 pm	Introductions and Overview
1:40 pm – 2:10 pm	Roles (counselor, advisor, coach, referral) and career theories
2:10 pm – 3:10 pm	Barriers to successful career advising (Mini-cases with expert panel)
	Break at 3:10 pm
3:20 pm – 3:50 pm	PhD careers during this pandemic
3:45 pm – 4:15 pm	Components of an effective career advising session
4:15 pm -- 4:30 pm	Wrap up, and resources

Panel of Experts (thank you!)

- Amanda Langer, MA

Program Director, Professional Development Trainings, OITE/NIH

- John Taborn, PhD

Professional Career Counselor/Management Analyst, OITE/NIH

- Naledi Saul, MPM

Director, Office of Career and Professional Development, UCSF

Learning objectives

- Articulate differences between roles – does my student need me to be coach, counselor, or advisor?
- Demonstrate basic understanding of various career counseling theories
- Differentiate between client-focused and self-focused approaches to advising by identifying common barriers
- Increase awareness of how our biases affect one-on-one sessions

Roles defined

COUNSELING

ADVISING

COACHING

REFERRAL

Roles defined

COUNSELING - defining career goals, assessing abilities, integrating personal/professional concerns

ADVISING - transferring direct and specialized content knowledge to the client; recommending

COACHING - motivational/goal driven interactions; providing structure to the career development process, common for job search advising sessions

REFERRAL - when your client needs other types of professional services

In a series of career discussions with your students or postdocs you may move in and out of all of these roles.

Roles and career counseling theories

Social Cognitive Career Theory (Lent, Brown, & Hackett)

Developed from Bandura's Social Cognitive Theory: we learn behaviors from our environment and observational learning

Career development influenced by three factors:

1. Self efficacy
2. Outcome expectations
3. Personal goals, values



Which role: Counseling, Advising, Coaching?

Roles and career counseling theories

Working Identity (Ibarra) – academic scientists/changing careers

- Identity (as a scientist) is defined by our professional tasks, the professional company we keep and the stories we tell about our selves
- Need to move students toward career exploration, experiencing work roles, push toward job search goals

Theory of Life-Span Career Development (Super)

- Ideas about ourselves (our self concept) change over time and with experience
- Everyone cycles through defined “stages” of life, and in each of these stages our ideas about our careers change



Which role: Counseling, Advising, Coaching?

Roles and career counseling theories

Theory of Vocational Choice (Holland)

- Six personality types: Realistic, Investigative, Artistic, Social, Enterprising, Conventional
- People seek out environments that match skills, interests, values
- People are happiest in a work environment that matches their personality type

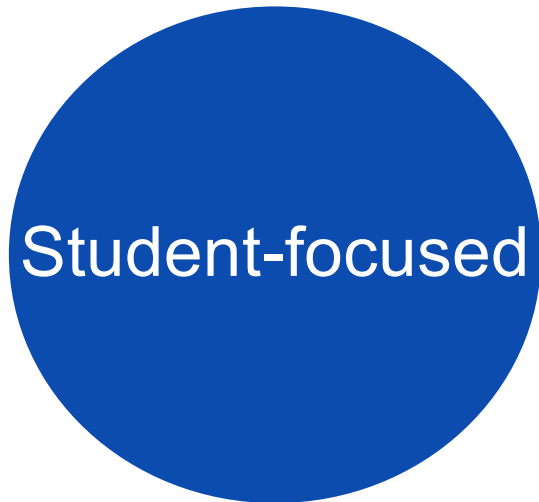
Trait and Factor Theory (Parsons)

- Traits of people (values, skills) should match with workplace factors (pay, environment)
- This match is called a “fit” – higher fit = higher job satisfaction/success
- Methodical approach to determining the best career – use lots of resources and vocational assessments



Which role: Counseling, Advising, Coaching?

Possible approaches for career sessions



Common barriers to successful career advising sessions

1. Check your ***assumptions*** about the trainee's presenting issues
2. How will you use ***self-disclosure*** effectively?
3. ***Presenting issue*** discord
4. ***Not knowing*** the answer
5. ***Awareness of implicit biases*** during the session

Mini-case #1

Checking your assumptions...

A postdoc comes into your office and asks you to review their application for a faculty position, applying at R1 universities. The postdoc has one mid-impact first author publication and several supporting author papers. You are confident this postdoc will never become a research university PI with this record.

- What makes you certain of the outcome?
- What if you're right? Wrong? How do you handle this?
- What language would you use to get the client to consider your point of view, presuming you're correct?

Common barriers to successful career advising sessions

1. Check your ***assumptions*** about trainee's presenting issues
2. How will you use ***self-disclosure*** effectively?

Mini-case #2

Effective self-disclosure

A student is conducting their PhD research in a field distant but related to your own field of research. In your first career advising session with the person, you find yourself compelled to tell them that you're connected, scientifically.

- *Why* might you want to do this? Under what conditions or for what presenting issues would self-disclosure be useful?
- How could it be harmful to the relationship or the session outcome?
- What if it's a close scientific connection? Disclose or not?

Common barriers to successful career advising sessions

1. Check your ***assumptions*** about trainee's presenting issues
2. How will you use ***self-disclosure*** effectively?
3. ***Presenting issue*** discord

Mini-case #3

Discord between the presenting issue and “real” issue

A postdoc made an appointment with you to ask for advice about applying for industry research positions. They arrive at your office with an immediately-open job description and his best attempt at a tailored resume and cover letter, which you are asked to provide feedback on because they want to apply for the job this week. As you begin the conversation, you discover the postdoc is only applying because their PI mentioned him that one first author Nature paper is not enough to get a faculty position these days so they should “settle” for an industry job.

- Do you do the resume review, or ask about the deeper issues? If you feel the PI is wrong, how would you bring that up?

Common barriers to successful career advising sessions

1. Check your ***assumptions*** about trainee's presenting issues
2. How will you use ***self-disclosure*** effectively?
3. ***Presenting issue*** discord
4. ***Not knowing*** the answer

Mini Case #4

What do you do when you don't know “the” answer?

A postdoc seeks advice about how to move into a career in management consulting after they finish their postdoc at your university. Within the first 5 minutes of the appointment, it's clear that this postdoc knows much more about management consulting careers than you do. The postdoc speaks over-confidently and in “know-it-all” language about consulting firms' recruiting practices and decision processes, and says travel is unattractive but the best firms all make you travel 100% of the time. The postdoc challenges you, “So, what suggestions do you have for increasing my chances?” ...of securing an offer from a competitive firm.

- Consider the client-focused response vs self-focused triggers.
- What are some *constructive* client-focused responses here?

Common barriers to successful career advising sessions

1. Check your ***assumptions*** about the trainee's presenting issues
2. How will you use ***self-disclosure*** effectively?
3. ***Presenting issue*** discord
4. ***Not knowing*** the answer
5. ***Awareness of implicit biases*** during the session

Implicit Bias

“...implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.”

- *Come from many places, including early life experiences, media, news, others*
- *Involuntary (no awareness/control)*
- *Pervasive (everyone has them)*
- *Can be counter to one's explicit beliefs*
- *Malleable*

Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University
<http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

Example Types of Implicit Bias (there are many more!)

Halo Effect: Assuming someone who has a characteristic we like is “all good” or will have other positive traits

Confirmation Bias: Looking for evidence that confirms your beliefs, and ignoring evidence to the contrary

Contrast Effect: Tendency to compare two things against each other, instead of being able to view each individually/evaluate on its own merit

Affinity Bias: Ascribing positive feelings to people who are more like you

Bandwagon Bias: Believing something because other people do, too

Attribution Bias: Generally attribute our successes to personal factors, and failures to external factors – but do the opposite for other people

Beauty Bias: Ascribe positive traits to people we consider physically attractive, and negative traits to people we consider physically unattractive

Conformity Bias: If your opinion is different from others in a group, a tendency to skew your opinion to be more aligned with the group

Steps to Identify and Address Implicit Bias

▪ Strategy 1 - Perspective Taking

- Perspective taking involves actively contemplating another person's experiences and perceptions

▪ Strategy 2 – Stereotype Replacement

- Stereotype replacement involves recognizing your stereotypic thoughts and assumptions and substituting them with non-stereotypic thoughts and assumptions.

▪ Strategy 3 – Counter-Stereotype Imaging

- Counter-stereotype imaging involves focusing on examples or images that oppose stereotypes.

▪ Strategy 4 – Individuating (vs. Generalizing)

- Individuation involves focusing on the specific characteristics of an individual that make that person unique, and differentiate them from other members of a group.

Steps to Identify and Address Implicit Bias

▪ ***Strategy 5 – Increasing Opportunities for Contact***

- Interpersonal contact and communication can be one of the most effective ways to reduce bias between different groups, because it develops understanding and appreciation of different perspectives and points of view.

Mini-Case #5

Considering the biases you hold about trainees and careers

A trainee comes to a one-on-one meeting with you. They present as gender non-conforming. Specifically, the postdoc has short hair but a small bun on top, scruffy facial hair, is wearing heavy, stereotypically female make-up, long earrings and a sweater that does not conform to the gender binary. They ask if you will review their application materials for Traditional Inc., a highly-competitive “white-shoe” consulting firm.

- What assumptions do you have about those involved?
- How might implicit bias, identity, power and/or privilege impact this scenario?
- Would you talk to the trainee about your knowledge of Traditional Inc.? How might you make this decision, and what would you say?
- If the trainee receives a job offer, what advice might you offer them for surviving and thriving in such an environment?

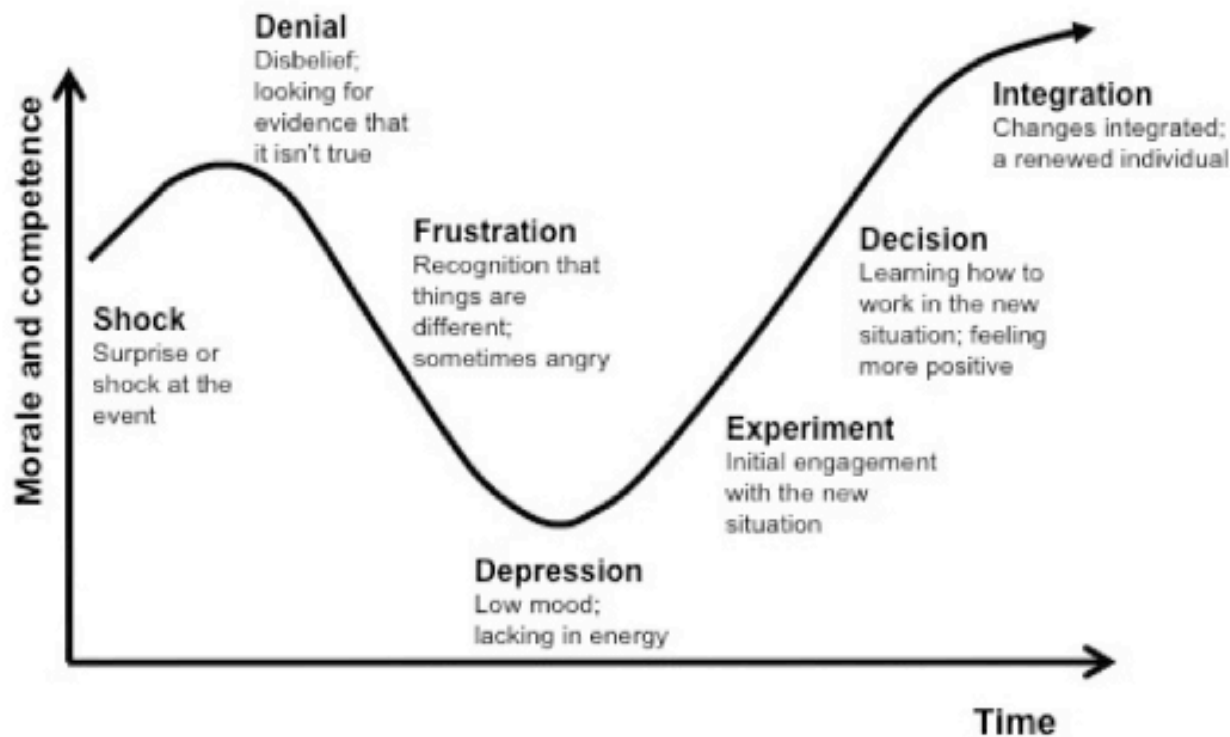
Helping our trainees by understanding PhD job market trends during this pandemic

Lori Conlan, PhD

NIH Office of Intramural Training and Education

Helping our trainees understand grief and the change process during the pandemic

The Kübler-Ross change curve



Structure of advising/counseling sessions



Based on Ivey and Ivey's Five Stages/Dimensions of a Well-Formed Counseling Session

Structure of advising/counseling sessions

Open
session



Build rapport and set expectations

It's so nice to meet you!

- Confirm purpose of session
- # of appts (?), time limits
- Confidentiality (?)

Privacy might be a better word...

- Responsibilities

Structure of advising/counseling sessions

Gather
data



Identify reason for visit; learn enough to set goals

“You mentioned you’re about to finish and are unclear about your next steps. How can I help?”

- Demonstrate attending behaviors
- Ask following questions about clues, cues
“You seemed really excited when you started talking about the big data aspects of your work. Can you say more about that?”
- Prioritize with the trainee
- Sometimes presenting issue is not the only issue, nor the priority issue

Structure of advising/counseling sessions



Understand and focus on client goals

- Confirm goals before moving on
What are we working on today?
What would be helpful today?
Would it be right to say you're hoping to work on X and Y today?
What else is important for me to know? What did I miss?

Structure of advising/counseling sessions



Address concerns and develop plan to meet goals

- Help client explore possibilities
- Switch roles when needed – advisor, coach, counselor, referral source
- Students and postdocs have **AGENCY**
Encourage trainees to find their own solution to the presenting problem
- Set boundaries when needed

Structure of advising/counseling sessions



Acknowledge progress, get buy-in on next steps

- Summarize what was achieved

Okay great, so we have some ideas about networking strategies now...

- Give homework

Sounds like your next step is to do some research...

- Wrap up 5-10 before time is up

- Book next appt. when appropriate

Do you want to set up a time to follow up?

Structure of advising/counseling sessions



Small group career discussions

- Facilitated groups of 10-12, one hour
- Learn by working through difficult scenarios typical of career advising sessions
- Awesome group of facilitators - experienced career advisors who specialize in scientific careers
- Issues: PI/Trainee concerns, International trainees, Bias issues, Career exploration

Conclusion

We have touched on

- Differences between coaching, counseling, and advising roles
- Criteria to assess which role is appropriate when
- Foundational theories for the field of career counseling
- Common barriers to overcome for the career advisor
- PhD job market trends and data to help your trainees
- 5-stage model for career advising sessions

Resources

- [Graduate Career Consortium \(GCC\)](#) – association for leaders in PhD career development
- UCSF Office of Career and Professional Development
Training Checklist for New Career Advisors to Biomedical Trainees (emailed)
- Reading list from T3 2016
Career theories; SCCT applied to biomedical careers (emailed)
- [Professional Development Hub](#) – initiative to advance the professional development of scientists
- [Manuscript: Long-term reduction in implicit race bias: A prejudice habit-breaking intervention](#)
- [Project Implicit, Harvard University](#)
- [Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University](#)

QUESTIONS?

Reach out!

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