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INTRO AND DISCLAIMER

Hello Job Hunter!

My name is Lance Ferris, and I work at Michigan State University in the Eli Broad College of Business. I prepared this list of “Job Hunter”¹ tips for the 2014 AOM OB Doctoral Consortium while I was employed at Penn State University, and have subsequently updated it over time. This document can be freely shared to whoever you think might benefit from it.

This is by and large ***not*** my own work and I lay no claim to what’s in here – all I’ve done is order documents that either I’ve prepared myself, had passed to me by others (with a big thank you to Tim Pollock of Penn State for allowing me to include his thoughts under “Other General Advice #2”), or that I took from websites back when I was on the job market.² It’s meant to be illustrative but not definitive of job market issues (e.g. stuff on negotiation topics is pretty sparse). As I basically threw everything I had into one document, it’s a) not very pretty, and b) there may also be overlap in some of the comments/questions/etc.

Some of the information will be old(er), and some of it will have a psych slant to it (per my own background), but for most of this stuff the advice holds up pretty well across time and departments. You may also come across some contradicting information (e.g. like various comments about what to wear on the plane while traveling to the interview – Dress formal! vs. Dress business casual! vs. Dress in shorts! vs. Show up naked!). This is basically a document full of different people’s opinions, and while there will be some convergence, there will obviously be different opinions as well.

If you see any errors or have any other suggestions, additions, etc., feel free to email me. Otherwise...best of luck on the job market! And thanks to my colleagues who have shared this information with me over the years.

Sincerely,

Lance Ferris (ferrisd1@msu.edu) – last updated July 16, 2018 (see “update history” listing on the last page for more details on what was updated)

¹ Yes, whenever I say “Job Hunter” I’m mentally picturing Steve Irwin hunting a job, sort of like this: <https://www.youtube.com/watch?v=EJFJb77Jdw>

² I’ve tried to track down the origin of many of these things but I generally find that one school will claim to have created it...then I find another school claim they created the exact same document. As one example, I’ve received variations on the “Demystifying the Academic Job Search Process” timeline from three different schools!

SOME REFERENCES

Note from Lance: here are some particularly useful references from the “How to find a job” class I taught as part of a general “How to be an academic” PhD course at Penn State – thanks also to Terry Mitchell for sharing his syllabus, where many of these are drawn from.

Darley, J. M., & Zanna, M. P. 2003. The hiring process in academia. In J. M. Darley, M. P. Zanna, H. L. Roediger (Eds.), *The Compleat Academic: A career guide* (2nd Edition, pp. 31-56).

Vick, J. M., & Furlong, J. S. 2006. Asking the right questions. *The Chronicle of Higher Education*.

Williams-Nickelson, C. 2006. Tips for impressive CVs. *GradPsych*.

Packard, E. 2007. Ace the academic interview. *GradPsych*.

Munsey, C. 2007. Job talk basics. *GradPsych*.

JOB HUNT TIMELINE
Demystifying the Academic Job Search Process 2002

(note from Lance: this document isn't mine, and **many/most places now interview and make offers sometime between September-January**. Use this mostly for a guide of how the process goes, but ignore the specific date ranges)

Pre-Academy January - August	Academy August	Packet Prep Sept - Nov	Pre-Site Visit Nov - Jan	Site Visit Jan - March	Offer Process February - March
<ul style="list-style-type: none"> ▪ Send in paper to present to Academy (optional) ▪ Prepare a 1 sheet summary of resume and dissertation ▪ Apply for a doctoral consortium (talk to advisors about which one) ▪ Develop list of schools you are interested in and obtain contact info ▪ Find out if your advisors have contacts at those schools and ask for introductions at or before Academy ▪ Sign up for the AOM job database on their website and search for listings ▪ Sign up for Chronicle of Higher Education listings ▪ Ask advisors if they have received letters 	<ul style="list-style-type: none"> ▪ Bring summaries of resume and dissertation ▪ Be ready to talk about dissertation and your future research ▪ Attend Doctoral Consortium ▪ Attend a few sessions that you are most interested in ▪ Hang out in public forums so you meet people ▪ Have advisors and others you know introduce you to people ▪ Be friendly and interested in meeting people for the sake of meeting them, do not push them to see if there are openings. ▪ Go to as many parties as you can 	<ul style="list-style-type: none"> ▪ Begin preparing packet materials in September. Most deadlines range from October 1 to November 15. Packets will include: ▪ Cover letter ▪ Resume (C.V.) ▪ Summary of Dissertation ▪ Statement of Research Interests or Teaching Statement ▪ Teaching Evaluations ▪ Published Articles ▪ Latest unpublished work (eg dissertation proposal) ▪ Have at least 5 different people edit your materials ▪ Identify recommendation letter writers and ask them how they prefer to proceed 	<ul style="list-style-type: none"> ▪ Prepare job talk and PRACTICE in front of friends and/or advisors. REVISE until talk is clear. Should pass mom test. Time it right. ▪ When people contact you about visit, try to find out as much as you can: How many people are invited out? What is structure of day? Who usually attends? ▪ Research who you will be meeting and review their work. Identify points of interest to talk about with everyone on your schedule ▪ Be prepared to talk about your work/ research interests. ▪ **Remember, regardless of outcome, this opportunity to acquaint people with your work is not likely to be repeated. 	<ul style="list-style-type: none"> ▪ Stay calm. Be happy to be invited. Be cordial, lively and interested. ▪ Do not let center of attention run away with you, remember to ask people about what they are doing. ▪ When you are not familiar with someone's work, ask them questions so you can frame your comments better. ▪ Steal time to go to bathroom when you can. Be sure you have water for your talk. Make sure phone is off. ▪ Incorporate people's comments by using their name. Do not let people take you off track. ▪ Make sure you finish talk. Address comments after if time is running out. 	<ul style="list-style-type: none"> ▪ When offers come, it is ok to be excited. Ask about process. How much time do you have to decide? ▪ They will ask if you have questions, it is ok to take time to formulate them ▪ If you make a second site visit, have an objective as to what you need to find out to make a final decision ▪ Revisit personal and career criteria. Talk to as many people as you can about your choices ▪ When accepting offer, make any changes up front. ▪ **Remember - when turning down offers, the contacts will stay with you - express interest in staying in touch, collaborating, giving talks, etc.

about openings and share info with others on market	▪ **Remember this is a life long process of networking.	▪ Prep recommenders on progress/copy them on packet. Provide them with addresses.		▪ Thank everyone you talk to by email	▪ Communicate outcome with everyone that helped
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SOME FAQ FOR PEOPLE NEW TO THE JOB MARKET

1. Where are the jobs listed?

- Consult the Google doc, a spreadsheet put together each year for OB/Strat/OT/Ent jobs, updated by students and profs; link changes yearly but usually a link to subsequent and past year's document is contained in each document on the very first tab ("Introductions" or some similar name for the tab). For 2018-18, it's at <https://docs.google.com/spreadsheets/d/16Q17xeFyEYoNQ1SWOqfqLuf0Nm-Tn9vR-3lYubqYVgM/edit#gid=1209806191>
 - o This is best used to find out who is hiring and ROUGHLY where schools are in the hiring process. Note that ***incorrect information can and does get posted*** –rumors and opinions can be posted as facts, and this information may be incorrect.
 - For example, Penn State was hiring one year with open rank, open discipline, and someone posted that the job was open rank but only for strategy applicants. Another example include statements posted in "Q&A" sections where someone might say something like "J of Management is considered an A" when it ultimately depends on the school.
 - o All that said, it's an ***incredibly useful resource*** in general – just take things with a grain of salt.
- Consult the AOM website (but it's not always comprehensive)
- Sign up for emails on Listservs of your favorite AOM division, as jobs are often publicized by schools via these lists (but they're also not always comprehensive)
- Finally, <http://mgmtphdjobs.com/> also lists job information. This is a new website and I haven't paid close enough attention to see if this website or the Google doc is updated more, so I'm not sure which one has more up-to-date information. (update as of July 2018: the Google doc is the more frequently updated/commented on website)

2. Can you explain what the teaching load jargon (2-2, 2-1, preps, stacking, loads, etc.) means?

- Schools, profs, fellow students, and sometimes job ads will refer to a "teaching load" – or how many classes you need to teach – with numbers like 2-2, 2-1, etc. This basically refers to how many classes you need to teach in the Fall (first #) and the Spring (second #). So a 3-3 means you teach 3 in the Fall term, 3 in the Spring term. 2-1 means 2 in Fall, 1 in Spring. 3-0 means all of your courses are "stacked" in one term (here, the Fall term). There are variations on this (e.g. if summer courses are taught, or the quarter system is used, you can see stuff like 2-1-1) but most schools use what I've outlined here.
- From a research perspective, it's generally considered best to stack all your teaching courses in one term, so a 2-1 is not as nice as a 3-0 (which leaves your spring and summer open for research).
- That said, possibly more important is the # of "preps." Preps refers to how many different courses you need to teach. A 3-0 sounds nice but if it's 3 preps – i.e. you're teaching 1 section of a stats class, 1 section of an intro OB class, and 1 section of an intro HR class – your teaching load is exponentially worse than a 3-0 with one prep – i.e. teaching 3 sections of the same OB course. In the former case, you need to prepare (or "prep") three different lectures each week; in the latter case, you'd only need to "prep" one lecture, and

you would deliver the exact same lecture to three different sections.

- You may also hear people talk about having a “new prep” – this just means they are teaching a course they haven’t taught before, so that is more difficult than preparing a course that they have already taught (e.g. in a previous year).
- It's often not clear if you can get a 3-0 or a 2-1 (or a 1-2) when you are interviewing, because it all depends on scheduling needs of the school. As a result, people you talk to will usually just refer to the school’s teaching requirements as being a "three load" or a "four load" - meaning you have 3 or 4 teaching requirements that are spread out in some fashion throughout the term.
- A position with more than a 4-load usually indicates the school considers the position to have less emphasis on research and more emphasis on teaching. 3-loads are fairly standard at very high-research/high-resource schools; 4-loads are otherwise pretty standard at many schools that have a research focus but perhaps not as many resources (a lower teaching load for research faculty means the school needs to hire more people to teach the classes, but not all schools can afford this). Of course, there are always variations (and many high-research/high-resource schools will have a nominal 4 load that gets reduced to 3 for research-active faculty – this is another way of saying “So long as you publish, you’ll have a 3 load, but if you decide to stop publishing at some point, we’ll increase your teaching load.”)

3. *What’s included in an application package (and when should I get it ready)?*

- It all depends on the specific job ad, but frequently included items include...
 - CV
 - Teaching statement
 - Research statement
 - Cover letter
 - Reference letters
 - Sample pubs
- When should you have all this ready? Depends – as noted under the job hunt timeline, some schools start interviewing very early (Sept/Oct), some start interviewing in Dec/January. To be on the safe side, I suggest the following:
 - Prep your cover letter template and research/teaching statements as soon as you can (if you teach in your program and it’s feasible, hold off on writing your teaching statement until you’re done teaching your last class so you can incorporate any lessons learned, positive feedback, etc.). Ideally, do this before AOM, as writing these will help prep you for questions that might come up in your AOM interviews. This will also give you lots of time to get feedback from profs/colleagues about your statements and cover letter template.
 - Note: cover letters should be individualized for each school, but some elements will apply to all schools (e.g. your description of your teaching experience, summary of your research productivity, etc.) and so can be put into a template.
 - Think about who might write reference letters for you around Jan/Feb and approach them about it, so they have plenty of time to prepare your letters.

- Prep your job talk as soon as possible (unless there's reasons to expect your job talk will drastically change, e.g., you are in the middle of collecting data). The later you leave it, the greater the chance you'll be caught flat-footed when someone calls in Sept/Oct and asks you to come out next week. If you're done early, this just gives you time to fine-tune it. (Personally, I started prepping my first job talk at the end of August, and fine-tuned it through October, but some people on the Google job doc had interviews in September, so prepping even earlier could be useful)

4. ***Is there any value in sending in my application materials before a job's deadline?***

- There are a few schools of thought on this. One group argues you should wait until the deadline, particularly if you have something you might hear back on (e.g. a journal submission that might get an R&R or accept) before the deadline that would make your CV look better. The other group argues you should apply as soon as your application is ready because schools might look at the applicant pool early and begin discussing people they like, while noting that any updates to your CV can always be sent in a separate email. The first group counter-argues that the first look at your CV matters and it would bias people's thoughts about you (in other words, seeing a CV go from no R&R's to one R&R is worse than just seeing a CV with one R&R, because a bad impression has already been formed in the first instance).

As you might imagine, there's no solid answer to this – both sides have valid points. My own opinion on this has changed from being in the “submit your best CV right at the deadline” camp to the “submit as soon as you are ready” camp. My opinion changed primarily because in 2016-17, there was evidence that some schools brought out applicants for talks *before* the deadline in the job advertisement (e.g. bringing out someone in September when the deadline for applications is Oct. 1st). Although the fairness/legality/ethicality of this can be (and has been) debated, the simple fact seems to be that some places are beginning recruitment before their application deadline, so it best serves your interests to be in the applicant pool as soon as possible.

5. ***What's next after I apply?***

- A long torturous process of waiting!
- Prep your job talk and give practice job talks at local dept's, universities, etc.
 - Note what questions are asked, and write down answers to them.
- Be prepared for sudden phone interview (sometimes – at the very least, you'll get a call when you're invited out). Prep your answers to the questions in the “Questions you might be asked” section below.

6. ***What happens during a visit?***

- Dinners/lunches with faculty/students. These are likely spots for you to get hit with odd questions: “What's your favourite author/paper? Why? If you could have dinner with any five researchers, who would they be?”
- 1-on-1 meetings with everyone from grad students to deans to provosts. Expect the questions listed in the “Questions you might be asked” section, below.
- Job talk (see “Questions to ask pre-visit”)

- Know how to deal with the “moderator”-type questions everyone asks, i.e., “what about this variable Z I do research on, it suggests your relationships won’t work?” “Great question, that’s probably a boundary condition of my results, so while I find support that X predicts Y , if I had measured Z then ...”

7. *What should I do after a visit?*

- Send out thank you emails, send papers you may have promised, follow up questions that were asked in the job talk but that you didn’t know an answer to, etc.

8. *What happens after I do/don’t get an offer?*

- For declines (you decline them or they decline you), convert your in-person conversations into research projects, where possible.
- If you get an offer, see the relevant section in the “Questions to ask” section below.
- To help you start to “fit in”, ask if it is possible to get a school email address straight away so you can keep up to date on departmental communiqués, emails, etc. Alternately ask if they can start sending them to your Gmail/Hotmail/etc. account.

QUESTIONS TO ASK PRE-VISIT

Note from Lance: This assumes you are in touch with someone at the place that you can ask these questions of or that you would feel comfortable with asking some of these questions.

Questions about the Talk Format

- How long do I have for the talk – 1.5 hrs? Is that including Q&A?
- What type of format is typically well-received?
- What equipment will be provided, and what should I bring?
- What has made for really good past job talks? What has made for really *bad* job talks?

Questions about the Talk Audience

- What kind of audience – e.g. will it be mostly the management and organization group or do other people show up?
- Is anyone from the departmental group *not* going to be there?
- What's the lay of the politics – is there anyone I should be trying to impress, or anyone I should be avoiding impressing?
- Are there any standard questions people ask that I should be ready for?
- There's a lot of strategy (micro) type people at your school, and I'm a micro (strategy) person. Will this be problematic?

Questions about the Visit

- Give your phone # and ask for someone's phone # in case of flight problems.
- Any idea what my schedule will be like? How long will I meet with people? Will I meet with people one-on-one, two-on-one, etc.?
- Other than faculty, who am I likely to meet with – grad students? Dean? Department chair? If nothing specific is available, how about based on what other interviews are typically like?
- How many people are they bringing in?
- How many positions are there?
- When do they anticipate making a decision?

QUESTIONS TO ASK DURING THE VISIT

Note from Lance: These questions can generally be asked to anyone (deans, chairs, senior faculty, junior faculty, students), but I've grouped some of them according to who they may be particularly relevant to.

Questions to ask about Department Culture

- How would you describe the department culture?
- Does everyone work at home or in the office? What about in the summer?
- What types of social interactions are there among faculty? Do you do lunches, extracurricular activities?
- Does the department have strong contacts with businesses?
- Does the department continue to network with alumni?
- What is the relationship between micro and macro sides of the department?
- How do you mentor junior researchers?
- Views of/about Dean—is s/he a “management person”? Where does dept. “rank”?
- What do you wish you had known or asked about before you came here?

Questions to ask about Living There

- What is the cost of living?
- What are the typical housing costs/expenses?
- What is the typical commute?
- Is the University safe at night and on the weekends?
- Is the city safe at night?
- Where do most faculty live?
- Where should I consider living?
- What type of spouse relocation assistance does the University provide? What are the steps to go through to get my spouse into the HR system for jobs at the University?
- What does the community offer in terms of restaurants, entertainment, shopping, and recreation?
- What's the weather like?
- What are taxes like?
- What are the schools like? Typical costs for kids to attend?

Questions to ask about Research and Research Support

- What is the quality of the library?
- What space is available for my research?
- Is lab space available?
- Where do you get RA's from?
- What is the nature of the IRB process?
- How do people typically collect data here – is there access to applied samples (e.g. eMBA/exec ed classes), is there a participant pool, paid pool, etc.?
- What is the subject pool like? If one doesn't exist: any willingness to start one, or can I include it in my own courses?
- If lab space is available, is it shared with other faculty?
- Is space and resources available or in short supply?

- What are the computer facilities like? What software is provided?
- Is there a department computer person?
- What (if any) are the appropriate uses/costs of the admin people for research?
- How do I get summer support money?
- How do I get research support money?
- What type of expectation is there to bring in outside money, i.e. grants, etc.?
- Is there collaborative research with other depts.?
- Are research visitors funded?
- What are the resources/support for research (funds, RA, travel)?

Questions to ask about Service

- How much service is expect of junior faculty?
- What are some examples of different types of service junior faculty have done before?

Questions to ask about Teaching

- What is the teaching load?
- How many preps in first year? Before I get tenure?
- Reduced load for first few years? How about reduced teaching load in the year or two before tenure review?
- Any process for course releases (grants, research productivity, being an associate editor...)?
- Expectations for undergrad or grad or MBA/exec teaching?
- Number of students per class?
- What is the quality of the undergraduates?
- What is the summer teaching expectation?
- Is TA support available?
- How tech-ready are the classrooms? Can I see one? Are there computer labs?
- How is teaching evaluated here?

Questions to ask about the PhD Program

- Expectations for me to teach/advise before tenure?
- Would I be able to work with graduate students right away?
- Do graduate students have their own offices or will my students be expected to work in my lab?
- Do Graduate students have their own computers?
- Are incoming PhD students assigned or is it more free market?
- What are the students like?
- How many students are admitted every year?
- Where do people see the program going over the next 5 years?
- Are the graduate students typically applied or academic oriented?
- Where have they been placed?
- Do graduate students submit research to conferences or publications?
- Do graduate students get funded for research/conferences?
- Are graduate students involved in faculty research? What is the nature of this involvement?
- How are graduate students supported for research?
- Do graduate students have to do consulting for funding?
- Do graduate students get funded as RA's?

- Are graduate students mostly full- or part-time?
- Do graduate students collaborate with one another?
- Do graduate students get along?
- Is there an active graduate student culture?
- What is the typical student teaching load throughout the program?
- How does comps work here?

Questions to ask about the Tenure Process

- What's needed for tenure?
- Do existing pubs count for me coming in?
- What journals count in general? What's your journal list?
- Do you get any credit for publishing in disciplinary (or interdisciplinary) journals?
- How are different types of research evaluated (e.g., 1st-3rd tier pubs, do book chapters count towards tenure, etc.)?
- What is view about co-authorship? Having/not-having sole-authored pubs?
- What does the tenure process consist of?
- Has anyone been turned down for tenure? Why?
- Do you ever make early tenure decisions?
- How are service, teaching, and research weighed in the promotion review process?
- When are you evaluated? Are there earlier informal evaluations? When are these decisions made and by whom? Role of politics in the tenure process?
- What role do grants play in the promotion process (i.e., are they required)?

Questions to ask the Dean

- Greatest strengths of the school? Challenges?
- Positioning of the school in terms of resources, etc.?
- For public schools, how is the university positioned? Is there a strong resource base from the state?
- Where is the school headed in the next 5-10 years?
- Goals and vision for the school?
- How does department compare to other departments in the college (valued)? Is it emphasized? A strength?
- What are your goals and vision for department and program?
- How much emphasis is placed on getting external funding?

Questions to ask the Department Chair/Head

- Strengths of the dept? Challenges the dept faces?
- Department's positioning within the school/university?
- Where is the dept. headed in 5-10 years?
- Relationship among departments within the school?
- Weighting of teaching/research/service in merit pay/promotion decisions? Does it differ for new vs. senior faculty?
- Can I teach a new course? Would I be able to teach a seminar in my specialty area?
- Are reduced teaching loads available for new faculty?
- Any large-scale changes to curriculum or department coming I should know about?
- How much emphasis is placed on receiving external funding?

- Are you looking to add to existing capabilities or for diversity in research?
- Plans to hire in the future?
- What does 'fit' look like from your perspective? What will the candidate who 'fits' look like?
- Starting date/timeline for decision?

Questions to ask the Junior Faculty

- What is their impression of the tenure process?
- Are there any obstacles/objections to the process?
- Is there any conflict between new and senior faculty?
- How does the tenure situation feel to junior faculty?
- Are junior faculty concerned/nervous about tenure requirements?
- Is collaboration or collegiality reduced because of tenure concerns?
- Is there a sharp division between junior and senior faculty?

Questions to ask Graduate Students

- What do you like most about the program? What do you like least about the program?
- What would you like to change about the program and why?
- What types of research are most students interested in?
- What types of careers are most students interested in?
- Do you feel you get to participate in enough research?
- Do you get adequate opportunities to present your research?
- Are there many politics within the program? With other students? With faculty?
- How do students spend their free time?
- Is there much internal competition for resources or faculty?
- Is the University receptive to your research (e.g., supportive)?
- Do you get adequate funding for research?
- What is the IRB and subject pool like?
- Do you interact with faculty/students in other areas?
- What types of classes do you think need to be taught?
- Are the statistics courses adequate?
- What would you change about your curriculum?
- What classes would you like to see added or dropped?

Questions to ask if you're an Advanced Assistant/Associate Prof Moving Schools

- Does my time at my previous university count towards tenure and promotion?
- What would be my tenure window? Possible to go up early for tenure?
- Would I be able to bring students with me? If so, are there restrictions on where they are at in the training (e.g., no 1st years, no ABDs)?
- Are there any special roles or responsibilities that I might be asked to assume shortly after arriving? Area director, specific committees, admissions coordinator, etc.?
- Any credit for years at previous school, in terms of sabbatical?

Questions to ask about Resources and Compensation

Note from Lance: opinions differ on when to ask about this. Some suggest not asking about it until you have an offer in hand – see next section.

- What type of start-up money can I expect?

- Is there a budget for the copy machine?
- Is there a budget for research costs (e.g., questionnaire copies, long-distance phone calls)?
- Is there summer support, and for how long?
- How are raises determined? What has been the pattern of increases over the past several years?
- Moving costs covered?
- Parking fees covered?
- Possible to get summer support for when I first arrive (quite useful for buying furniture, putting \$\$ down for first/last month's rent, etc.)
- Other merit pay? Raises, pay for A-pub hits, etc.
- Is there funding available for travel or conferences? Are only certain conferences included (e.g., Academy)?
- Economic outlook: freezes, furloughs. Is my contract "safe?" Can I be let go?
- Retirement, medical, other benefits?

Questions to ask once you have an Offer

- Visas and immigration (if applicable) – do they have any experience on how this goes, and if there are any costs associated with it?
- Health, Dental, Optical, Retirement benefits - are these even negotiable or are they all packaged?
- Moving costs: How much? Can I get a guarantee that if I go over, they'll cover?
- Willing to pay for me to make a trip to check out housing? Put me up in a hotel etc.? Pay for car rental?
- Is there any type of housing allowance or mortgage assistance available?
- What is the sabbatical and leave of absence policy? Does it differ for junior versus senior faculty?
- What is the retirement policy?
- Is there a union?

QUESTIONS YOU MIGHT BE ASKED

Note from Lance: to prepare, I recommend you write out answers. Then run your answers by someone you think is particularly critical yet knowledgeable and see if they think they're good.

1. *What's your dissertation about?*
 - 1 minute answer (elevator speech)?
 - 5 minute answer?
 - Long answer?
 - What's the problem being addressed?
 - What's the theoretical contribution?
 - What's the practical contribution?
 - What's the method?
 - What are your publishing plans?
 - What's the time frame – done? Soon to be done?
 - How did you become interested in this topic?
 - How does it relate to other stuff you've done?
2. *Briefly describe your next three studies.*
3. *What are your expectations with respect to tenure and salary?*
4. *What's your research plan over the next three-to-five years?*
5. *In what area would you be indispensable in a symposium three years from now?*
6. *What area would you like to be known for? Why will you be famous in five years?*
7. *How do you see your research contributing to our department/program?*
8. *Where do you think you'll publish most of your work?*
9. *What do you consider to be a top tier journal?*
10. *Who in your area do you most respect?*
11. *What is your ideal teaching/research/service mix?*
12. *What do you do outside of work?*
13. *What was it like to be a graduate student at?*
14. *Did people get along there [your PhD department]..... ?*
15. *What does being successful mean to you?*
16. *Do you see yourself working with anyone here? If so, on what?*
17. *Do you see any possible areas of research collaboration with others within the university but outside of our department/program?*
18. *Why would you like to come to [school].....?*
19. *If you came to [school], what would you need to be successful?*
20. *What do you want to teach both in terms of classes and level?*
21. *What methods classes have you taken?*
22. *Do you have any particular strong or weak areas in terms of methods?*
23. *Do you tend to collaborate or do you like to work alone?*
24. *What do you think deserves promotion?*
25. *What is your teaching philosophy? For grads? For undergrads?*
26. *What two or three things would be most important to you in your job?*
27. *Why are you applying to a business school and not a psychology program (or vice versa)?*

28. *What courses would you feel comfortable teaching?*
29. *How would you structure courses?*
30. *What are your strengths and weaknesses?*
31. *How would you set up your research group?*
32. *How would you get undergrads and grads involved with your research?*
33. *What type of set-up funds will you need?*
34. *Do you have any plans for pursuing external funding?*
35. *What would you do to build a good program?*
36. *What questions do you have of us?*

OTHER GENERAL ADVICE #1

Note from Lance: The following is from an anonymous academic.

My two cents on what I think is some non-obvious stuff:

- Pubs are your GPA and Job talk is your SAT--4-6 years of blood, sweat, and tears should matter much more than 90 minutes, but that's not how it works. But at this point that's not such a bad thing; so much of the outcome is still in your control, regardless of what your CV looks like. Your pubs will get you in the door and then be somewhat irrelevant after that, unless you are just an all-star pubs-wise.
- During one-on-ones you have to demonstrate both warmth and competence and make other people feel special and smart. KNOW THEIR WORK!! Read at least two papers by each person you're meeting one-on-one with.
- Comment on the uniqueness of the school and the location. To do this requires that you know something unique about the school and the location. This doesn't have to be fake--there will always be a part of you that wants to teach at that school and live in that location, even if it's not your first choice. Let that part of you come out. Then you won't come across as phony.
- It's amazing how far you can get by just being generally amiable, nice, warm, and not going out of your way to make an impression--while still making sure that you are intellectually engaging. Let your record and talk speak for itself and just be nice otherwise. They are trying to assess what you'd be like to work next door to. Think about what they want in a person who is going to be next door to them for years. Don't be afraid to go off-topic and talk about sports, music, entertainment, etc. when it comes up during the dinner. They're hiring a human, not a robot.
- Wear your suit to the dinner. If you are a male, wear a tie. Shows you are taking it as seriously as possible. Get comfortable in your business wear. Your interview can't be the first time you wear what you're wearing. Make sure it's tailored and that you feel confident in it.
- In job talk: **nothing, absolutely nothing, matters more than how well you answer questions.** Questions tend to fall into a few basic categories--know every question you could possibly get, or at least the general categories of questions you could get. Overwhelm them with the profundity of your thinking and supplementary data that you have ready to go to address alternative explanations. For 80-90% of the questions you can pull out the "that's an interesting moderator for x, y, z reason" out of your pocket and be fine. If all else fails and you have no idea how to answer a question, do not attempt to answer it--politely say the magic ten words: "I'm going to get to that later in the talk."
- Have a **"this is me" slide--spend 7 minutes on this at the end of the talk.** To help pave the way for this slide, make sure you've taken 3 weeks during the summer to think hard about how all of your projects weave together and how you can express your identity in one sentence. Get feedback from four to seven people on your personal statement, especially the first paragraph of your statement, which should also go as a blurb at the top of your CV. since no one is going to read your personal statement. When you talk about yourself at any point--during one-on-ones, in your personal statement, during your job talk, realize that they aren't hiring you based on a paper, but based on an existing and potential system of research.

- Do not interrupt or talk over people when they ask questions during a talk. People want to be heard.
- Emote enthusiasm--you should love what you do, or at least sound like it. Nothing is worse than someone who seems bored by their own work.
- Keep your study design simple--if you are in between including one more study and not including it, DON'T INCLUDE IT.
- Begin the job talk with a good story/concrete example that foreshadows your findings.
- If you possess any neuroticism at all, you will be miserable and high-anxiety until you accept a job. There is no way around it. Make friends with whom you can share your misery and drink a lot of beer.

OTHER GENERAL ADVICE #2

Tips for Going on the Job Market
Tim Pollock

I am writing this document to share some things I found to be helpful during my job hunting experiences.

Preparing to Go on the Market**Positioning**

Preparation for going on the market should begin during the first and second year of your program. It is not something that you wait until your final year to think about. As soon as you figure out what your interests are you should begin planning those activities that will allow you to position yourself strongly in your chosen area(s) when you hit the market. In this regard, I think it is *vital* that you don't think of yourself as simply fitting within a single category (i.e., OB or OT). In order to maximize your opportunities, and your attractiveness as a job candidate, you should attempt to position your self as a boundary spanner. I, for example, positioned myself as spanning the boundaries of OT, Strategy and Entrepreneurship. In doing so I published research and designed my dissertation such that each piece crossed at least two of these three boundaries. Keith Murnighan used to have doctoral students in his methods class do a useful exercise. He had them write the vita they would like to have five years in the future, complete with publication titles and journals, conference presentations, awards won, etc. Doing so helps you focus on where you want to be, and what you need to do each step of the way to get there. Effective positioning had a great deal to do with my success on the market; I can't emphasize its importance enough.

Academy Meeting

I didn't have anyone send out letters for me prior to the academy meeting, other than for those positions that wanted applications prior to the meetings so that they could set up interviews. Different folks have different philosophies on this, and different advisors have different comfort levels with regards to pre-conference letter writing.

Regarding interviewing at the Academy, I didn't find it particularly useful. Except for a very few schools, academy interviews generally serve more to take you out of the running than to get you into the running for jobs. I would suggest only interviewing with those schools for which Academy interviews are essential for getting an interview in the fall, and no others.

Networking at the various parties is a much better use of your time. Starting to meet people who will eventually be evaluating your application and putting a face with a vita is generally beneficial. That is, of course, unless you make a poor first impression. You should begin this kind of networking several years before you actually go on the market, but it is especially important in your final year. Talk with your advisor and other faculty members ahead of time, and make sure they introduce you around at the parties. With regards to alcohol, I generally

drank at all of the parties I went to, but I didn't take as full advantage of the open bars as I usually do. You don't want to be loaded when you are trying to make contacts. Do whatever you feel comfortable with and what is natural for you.

Dress

Appearance matters when you are trying to get a job, even in academia. You will probably need to buy some new interview clothes, so plan ahead of time to make sure you have the cash. I bought two new sport coats, a couple pairs of new slacks, a new suit, three new ties, and some new shirts. In all I spent about \$1,000. If you already have some stuff and it is in good shape and relatively in tune with the current fashions, great. If it is even a close call, however, I would suggest spending the cash to update your wardrobe. I only wore a suit one day at the academy. The rest of the time I wore sport coats and slacks. Similarly, when I interviewed I would typically wear a sport coat and slacks the first day, and a suit the second day. The second day is when you will be doing most of your interviewing, and when you will be giving your talk.

Physical appearance can also influence individuals' perceptions of you. If you've put on some weight during your tenure in the doctoral program (like I did), make every effort to lose as much of it as possible before interviewing starts. Not only will it improve your appearance, it will make it easier for you to go through the recruiting process. The job search is very stressful and tiring, and improving your physical condition will really help your stamina. Regular exercise will also help you manage stress more effectively. Now is also the time to invest in a good haircut, if you haven't been doing so.

Application Packet

The application packet is your primary marketing tool. You should spend TONS of time putting it together. The five components of your packet are your cover letter, your vita, your dissertation proposal summary, copies of your publications, and your letters of recommendation. I have attached copies of my cover letter and vita so that you can see the strategy I used in designing them. There are many strategies you can use, and although mine was a little unorthodox, I found it to be very effective. I tried to include as much content information about myself as possible in my vita. This is the one document that you can be sure everyone will look at in evaluating your application. It is thus your first, best chance to make a strong impression. In addition to the usual information about my dissertation, publications, conference presentations, awards, academic and non-academic work experience, teaching and research interests, and references, I also included descriptions of the different databases which I have developed, and which I will be bringing with me to my new job. Doing so shows prospective employers that you have more than just your dissertation database to use in developing your research stream. I also described the grant which Joe and I received from the Kauffman Foundation. The ability to obtain outside money is also desirable in a job candidate. The more information you can provide, the greater the probability that people can find something of interest to them in your record. I received an amazing variety of questions regarding my background, because different folks focused on different parts of my vita. Finally, if you are applying for different kinds of jobs (i.e. OT and strategy) you might want to create two different versions of your vita and cover letter that emphasize different things. I did this, although the primary difference between the two was what

I listed as my teaching interests.

I used my cover letter to position myself, to draw linkages among my various research projects, and to expand on certain aspects of my vita. The cover letter is your best chance to influence how people interpret your vita and construct their image of who and what you are. I tried to show how my work experiences provided the background for my research interests, and how my dissertation combines my various research interests into a coherent study. I also discussed my teaching philosophy. When a school requested a separate statement of teaching philosophy, I usually just copied this part of my letter into a separate document.

Your reference letters are also an important part of your positioning. Talk to your letter writers about what they are going to say, and if possible, get them to talk to each other, as well. Each of my recommendation letters emphasized different things and did a really great job of positioning me as a boundary spanner, but with coherent themes in my research.

It is important that you set up a system for managing the status of your various applications, and that you know what you send to who, when. I set up my letters to function as mail merge documents, and I created an excel spreadsheet which contained all of the pertinent mailing information, as well as what I sent each school in my application packet, and when it was mailed. I found this invaluable in keeping track of everything, and in putting my letters together and creating mailing labels (when hard copies are requested, which is increasingly rare). It also made it easy for providing mailing list information to my reference letter writers.

I will discuss the dissertation summary in more detail when I talk about the INFORMS competition, but be sure to include a clear concise summary.

Include any other papers which you have either had published, or which are forthcoming. It gets time consuming to include too much stuff, but be sure that you include at least one or two examples of your best work.

Different schools will have different application deadlines. Do not push a deadline, but it may behoove you to wait a little longer to start submitting packets if you have a paper that is almost ready to go out under review, or if you are due to hear from a journal about a paper that is already under review. I had to do this. If there are no imminent changes in your packet, try to send as many of them out together as possible. This is a time consuming process, and the more you can systematize and consolidate it, the better off you will be. You can also always send updated vitas out later if you have any material changes (like winning or placing at INFORMS).

INFORMS/Organization Science Dissertation Proposal Competition

This competition can provide an incredible boost to your job hunting efforts. If you win, the results will likely be spectacular. Even making the finals can give you additional visibility, and a big boost. Accordingly, you should not wait until the last minute to put your proposal summary together. Joe and I probably spent a good month working on mine (I wrote eight versions before sending it in, and did two more revisions before I sent out my applications). Cutting your proposal to fifteen pages really forces you to get focused in your thinking. Enlist the help of

your advisor and really make this a priority. If you do make the finals, spend a ton of time working on your presentation, as well. Be sure and do a practice talk for the faculty, and listen closely to their comments. I made a number of changes after my practice talk that helped immensely. This competition is significant because it signals schools that others have examined your dissertation closely and still think that it doesn't suck. The external validation of your work is extremely important. I was invited to apply to Wharton because a faculty member there was a reviewer for INFORMS and read my proposal, and at least one other person with whom I interviewed mentioned that they reviewed my proposal. I also received interviews from two schools that had representatives on the judging panel for the finals.

Selecting Schools

Many schools will send letters to faculty members announcing job openings. Our faculty is pretty good about circulating them to people who are on the job market. You may also want to be in contact with doctoral students whom you know at other schools, and compare notes on announcements that they receive. Pete Foreman did this with Stu Bunderson at Minnesota, and we found out about a couple of jobs that way. The Academy Online job postings are the other major source for identifying potential jobs. Try to select schools at a variety of status levels from these sources. You never know what is going to happen, and you don't want to conduct too narrow a search. It is always better to be in a position to decline interviews later than to be biting your nails hoping that someone will call. If there is a school that you are really interested in, you should send them your application materials even if they haven't announced a job opening. You never know what might happen. I definitely had geographic preferences when I applied, but I still applied to a variety of schools in all regions of the country. It is better to have a job in a less desirable location than no job at all. You can always go back on the market after a couple of years, if you want.

Going on Interviews

Scheduling

Although it is exhausting, I would suggest scheduling your interviews as closely together as possible. You will get no other work done while you are interviewing, and it is better to minimize the amount of down time you must face. If a school asks you if you would like to stay through the weekend and leave on Sunday, do it. It could make the airfare cheaper for the school (currying some goodwill) and it gives you a better sense of what the city is like. Lining up a real estate agent to show you around and talk about housing is a good use of time. I did this at Wisconsin. At Minnesota they had other activities planned, and I had a great time cross country skiing. If you have friends or family in a city you are visiting, I think it is okay to suggest including a weekend stay if you would like to visit them. The cost of the ticket is cheaper for the school, and they generally won't care as long as they don't have to entertain you. They may even offer to pay for an extra night in the hotel. I did this in both Texas and Seattle.

Travel

Prepare for the unexpected, and be sure you have plenty of cash or credit. When traveling, keep

a file with your presentation slides with you at all times, and put another copy on the cloud so that you can access it if something happens. I never checked any bags. Traveling in the winter out of Champaign can present you with lots of unexpected problems. Flights can be canceled or delayed, and connections can be missed. I had this happen a number of times, and if I had checked my bags I would have been doubly screwed. Accordingly, be sure to pack as light as possible. Don't drag along a bunch of extra crap unless you absolutely need it. For example, most hotels have blow dryers in the rooms, so you probably don't need to bring one along. You can always call the hotel ahead of time and make sure one is available. Be sure you know ahead of time if someone is meeting you at the airport, or if you will be taking a cab to the hotel or campus. If someone is meeting you, be sure to get their phone number so you can call them if you run into problems. You should also bring along the phone numbers of a couple of other people at the school in case you can't reach the person you need to speak to before you have to run and catch a plane. If possible, try to go to the hotel and check in before heading over to campus. Doing so also allows you to travel in casual clothes rather than in dress clothes.

If you get more than a couple of interviews, airfares can get real expensive, real fast. I was able to drive to two of my interviews, and I got three others to book the tickets for me so that I didn't have to front the cash. The four tickets I did buy, however, ran me about \$3,600. You can also expect to have to lay out several hundred dollars in cab fares and airport parking. All of this will be reimbursed, but it takes time. The up side of having the school make your travel arrangements is lower cash outlays. The down side is that they will always look for the cheapest price, which may or may not be on the airline which you prefer to fly. I tried to travel on American as much as I could so that I could take full advantage of the interview process to increase my frequent flier miles. Be sure to let them know what your seating preferences are (i.e. aisle or window).

Meals

If you have any special dietary requirements, or if you hate certain types of foods, be sure and let them know. Most, but not all, schools ask. Do whatever is right for you, but don't get loaded. I usually had a cocktail, and wine if they ordered a bottle with dinner. Although you can order anything to eat, I generally stayed away from the most expensive items on the menu. I was also careful not to eat things that were too filling at breakfast. The last thing you want to do is feel drowsy and full when you are giving your job talk.

Job Talk

Most talks will be for an hour and a half. You should try and prepare a talk that is no longer than about 40 minutes uninterrupted. Be sure to have some results to present, even if it is only for a portion of your data, and only tests some of your hypotheses. People like to see results, and it also sends an important signal that you are likely to be finished with your dissertation before you start your job in the fall. Be judicious in your use of color and clip art. The colorful framing things that power point provides can clutter your slides and appear gratuitous. Be sure to have multiple copies of your presentation (on your laptop, a jump drive, email the file to yourself, and/or on the cloud) so that you won't be waylaid by technology snafus. Be sure to listen to and answer all questions, even if they seem stupid. You never want to seem arrogant or dismissive in

your responses. Also, know your phenomena. The surest path to disaster is if you don't appear to really know and understand the phenomena you are studying. Be ready for all kinds of questions, but don't lose control of the talk. If people are eating up too much of your time, politely cut off discussion on a point and get the talk moving again. It is up to you to make sure that you don't run out of time. The audience will be using your talk in part to assess how good you are likely to be as a teacher. If you can't control a room they won't think you'll be able to cut it with MBAs.

Individual Interviews

The most important thing is to be yourself, but be yourself on your best behavior. It serves no one's interest to pretend you are something you are not. If a school is looking for something that you honestly can't provide, don't pretend otherwise. Be sure that you have questions to ask, as well as answers for their questions. I generally tried to triangulate on issues important to me, and had different sets of questions for different constituencies (i.e. junior faculty, senior faculty, department head/dean). You will get tired of asking the same questions over and over. One question which I found provoked some interesting discussion, especially with junior folks, was, "Knowing what you know now, what question do you wish you would have asked when you were interviewing, but didn't?" Be sure to ask about both the plusses and the minuses of the school. Most people will tell you.

I met with individuals, pairs of faculty, doctoral students, and in one case, undergrads and MBAs. Be prepared for anything. Don't engage in gossip, and never say that you won't teach something. You can indicate that you are interested in teaching other things as well, but never say flat out that you won't teach a particular subject. If people ask where else you are interviewing, or if you have any offers yet, tell them. If others want you, it may make the folks you are talking to want you more as well. Be sure to find out the time line on which the school will be making its decision.

Picking a Job

Think long and hard about what the most important elements of a job are to you. Don't underestimate quality of life issues. If you are happy in your personal life, you are likely to be more productive at work as well. I would also encourage you not to just go for the highest status school if it doesn't best fit your needs. For example, a very collegial environment with opportunities to develop my skills and experiences in entrepreneurship were very important to me in my selection process. Having a senior faculty member who could act as a mentor for me (and was willing to do so) was an important consideration. I also had a preference for staying in the Midwest, and avoiding real urban living. Other folks crave the city life and all it has to offer, or would prefer to live in a warmer climate, or on one of the coasts. Figure out what is right for you, and what conditions are required to allow you to be the most productive faculty member you can be.

When you start receiving offers, don't string anyone along if you really aren't interested in them. They have a job to fill, and although they will be disappointed that you said no, they will appreciate it if you tell them sooner, rather than later. That being said, don't turn someone down

right away, even if you have another offer you like better. When negotiating the terms of your deal it is always better to have options. I would try to stay away from hard ball negotiating tactics, however, since these folks are going to be your colleagues. Reputations for being a jerk spread quickly in our field, and can persist for a long time. Also, don't make ultimatums unless you are prepared to follow through on them. It is important when reaching the final stages of the negotiation to give them things that they can say yes to.

When I was ready to make my decision, I called Wisconsin and said, "If you can do these four things for me, I am prepared to accept your offer." The four things I asked for were that they match another, slightly higher offer I had, that they start paying me summer money the summer before I started, that they pay for my trip to the Academy this year, and that they give me a combined \$11,000 moving and computer budget. Most schools will say they will buy you a computer, and will cover moving expenses, up to some amount. Wisconsin had a pretty generous moving allowance, which I obviously didn't really need. However, I wanted to get a more extensive computer setup than most people require. I therefore asked them to roll these two items together. This last point was kind of unique, but I explained my interests to them, and pointed out that the guy they hired last year probably cost them more, since his move cost \$9,000, and his computer setup probably cost around \$3,000. If you can work around their limitations, and be creative in meeting your needs, the process will go much more smoothly.

UPDATE HISTORY

Updated:

- July 22, 2015, to explain teaching loads under “Some FAQ For People New To The Job Market”
- Dec. 31, 2015, to add this update history page and to expand on when you should prep elements of your job application package (job talk, etc.) under “Some FAQ For People New To The Job Market”
- Oct. 5, 2016, updated link to Google doc, added in a FAQ about the merits of applying early, other various minor typo/formatting edits, and adjusted in various spots the “timeline” of the job hunt to reflect the fact that more and more places are now moving towards having job application deadlines in August/September than Sept/Oct.
- July 25, 2017, updated link to Google doc, added link to mgmtphdjobs, general editing and updating of information.
- July 16, 2018, updated link to Google doc and minor edits.