

# SAN

SOCIETY FOR PERSONALITY  
AND SOCIAL PSYCHOLOGY



# ANTONIO

## 18<sup>th</sup> Annual Convention

# #SPSP2017

So You're Interested in a Teaching-Focused  
Academic Job, Now What?

A Panel on Tips and Tricks to Make Yourself  
More Competitive for Teaching-Focused Jobs

# Learning Objectives

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- Participants will learn about 3 main topics to improve competitiveness for teaching-focused academic jobs
  1. Professional Organizations
    - Reasons, Resources, Grants, & Conferences – Dr. Jordan Troisi
  2. Teaching Experience
    - Teaching Certificates & Opportunities to Teach – Dr. Sara Branch
    - Desired Courses & Mentorship Experience – Dr. Ariana Young
  3. Application Materials and Interview Practices
    - Organizing Teaching Evaluations – Dr. Ariana Young
    - Enticing Cover Letters – Dr. Shannon Lupien
    - Marketing Your Research – Dr. Maya Aloni
    - Interviewing Practices – Dr. Sadie Leder-Elder

# Professional Organizations

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Reasons, Resources, Grants, and Conferences



#SPSP2017



# Professional Organizations – Why?

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- Learn more about teaching practices (for right now; for the future)
- Networking opportunities
- Job postings
- Makes you a more attractive candidate by communicating that you value teaching

# Professional Organizations

- **Society for the Teaching of Psychology** ([teachpsych.org](http://teachpsych.org))
  - Resources
  - Grants
  - Conferences
- Dues: \$15 annually
  - Access to *Teaching of Psychology*



# Resources



**OTRP** *online*  
office of teaching resources in PSYCHOLOGY

## Project Syllabus Description

These syllabi have been reviewed by faculty volunteers serving on the Project Syllabus team. We make no claim that any of these syllabi are perfect; they are made available here as quality examples of syllabi that have been used. The "Best Practices" category contains exemplary portions (Calendars, Course objectives, etc.) of various syllabi on this site. If you would like to submit your syllabi for peer review and possible inclusion, please send an electronic copy or URL to [Amy Hunter](#) (Associate Director for Project Syllabus) for more information.

For useful tips on writing a syllabus, please view the [Guidelines for Preparing Exemplary Syllabi](#).

## Social

### **Psychology of Prejudice (2016)**

Author: Margaret Thomas  
Affiliation: Earlham College

### **Social Psychology (2014)**

Author: Michael Root  
Affiliation: Bridgewater State University

### **Psychology of Group Prejudice (2014)**

Author: Anna Ropp  
Affiliation: Metropolitan State University of Denver

### **The Social Psychology of Relationships (2012)**

Author: Molly Metz  
Affiliation: UC Santa Barbara

### **Psychology in your life: How social psychology can help you succeed (2011)**

Author: Catherine Rawn  
Affiliation: The University of British Columbia

### **Seminar in Social Psychology: Attitude theory, formation, measurement, and change (2011)**

Author: Joseph E. Trimble  
Affiliation: Western Washington University

# Resources

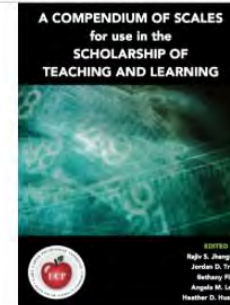
## Single Volume E-books



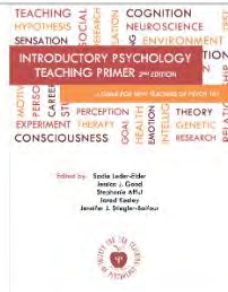
Using SoTL to Enhance Your Academic Position (2015)



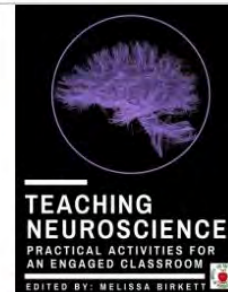
Telling Stories: The Art and Science of Storytelling as an Instructional Strategy (2015)



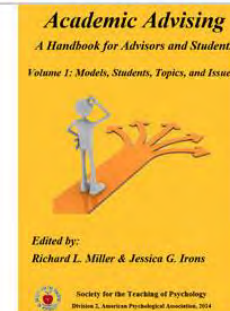
Compendium of Scales for use in the Scholarship of Teaching and Learning (2015)



Introductory Psychology Teaching Primer: A Guide for New Teachers of Psych 101, Second Edition (2015)



Teaching Neuroscience: Practical Activities for an Engaged classroom (2015)



Academic Advising A Handbook for Advisors and Students Volume 1: Models, Students, Topics, and Issues (2014)

# Resources

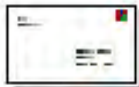


*Society for the Teaching of Psychology*

Division 2 of the [American Psychological Association](#)

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PsychTeacher™ Listserv



**PsychTeacher™**  
Discussion List

Society for the Teaching of Psychology

#SPSP2017





# Grants

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- SAGE travel grant to attend APA (\$1,250) for one graduate student
- STP Early Career Travel Grant (20, \$500) to attend a teaching focused conference
- Go to [teachpsych.org](http://teachpsych.org) for more information

# Conferences



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## STP's 15th Annual Conference on Teaching (ACT)

Friday & Saturday, October 21 & 22, 2016, Decatur, Georgia

- Symposia, keynotes, posters, brief talks, SoTL Workshop
- San Antonio in October 2017
- Conference Director: Jordan D. Troisi

# SoTL – Why?

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- SoTL = Scholarship of Teaching and Learning
- “Empirical research designed to foster systematic intentional changes to improve teaching and learning outcomes” (SoTLiP description)
- A thoughtful, best-practice driven approach to teaching

# SoTL – Why?

- (They're also publications/presentations)

COLLEGE TEACHING, 63: 83–89, 2015  
Copyright © Taylor & Francis Group, LLC  
ISSN: 8756-7555 print / 1930-8299 online  
DOI: 10.1080/87567555.2015.1007913



## Student Management Teams Students' Feelings of Autonom

Jordan D. Troisi  
*Sewanee: The University of t*

The use of Student Management Teams (SMTs) is a designed to increase students' motivation and involve of college courses. However, to date, little systematic, e effectiveness of using SMTs. To test the effectiveness of utilized a pretest–posttest paradigm consisting of two co (both Social Psychology courses). In one course, the p other course served as a control comparison. Results reve: the SMT increased their feelings of autonomy relative to course. Implications for teaching techniques and their pot are discussed.

**Keywords:** autonomy, motivation, self-determination th

*Faculty Forum*

## Effective Teaching Outcomes Associated With the Mentorship of Early Career Psychologists

Jordan D. Troisi<sup>1</sup>, Sadie Leder<sup>2</sup>, Jennifer J. Stiegler-Balfour<sup>3</sup>,  
Bethany K. B. Fleck<sup>4</sup>, and Jessica J. Good<sup>5</sup>

### Abstract

To date, research has not examined the influence of mentorship on the teaching effectiveness of Early Career Psychologists (ECPs). We sought to fill this void by conducting a national survey of 122 ECPs assessing the presence or absence of three types of ECP mentors (i.e., in their department, in another department at their university, or another self-selected mentor) as well as the successes and challenges associated with working with those mentors. Overall, ECPs viewed relationships with mentors quite favorably, and mentorship was positively related to more effective teaching activities and adherence to model teaching criteria. Implications for future research on the study of mentorship among ECPs and how junior and senior faculty can benefit from these findings are discussed.

Teaching of Psychology  
2015, Vol. 42(3) 242-247  
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DOI: 10.1177/0098628315587623  
top.sagepub.com

# SoTL

## Teaching of Psychology

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Impact Factor: 0.575 | Ranking: Psychology, Multidisciplinary 98 out of 129 | Education & Educational Research 169 out of 231

Source: 2016 Release of Journal Citation Reports with Source: 2015 Web of Science Data

### Teaching of Psychology

Volume 41 • Number 4 • October 2016



### Teaching of Psychology

If you teach psychology at a high school, introductory college, or higher level, you will find something of practical use in every issue of *Teaching of Psychology*. This indispensable journal offers creative and hands-on articles that help you use a variety of resources (for example, technology as a teaching tool) to enhance student learning. Coverage includes research on teaching and learning; studies of teacher characteristics and student learning; reviews for class use; student, course, or teacher assessments; discussions of professional challenges; critical thinking exercises, curriculum designs, demonstrations and laboratory projects; and news. Articles also provide helpful suggestions about how to teach difficult topics, such as research methods, introductory course material, and capstone ideas.

#### OnlineFirst

(Forthcoming articles published ahead of print)

#### Current Issue: October 2016

#### All Issues

October 1974 - October 2016

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American Psychological Association, Society for the Teaching of Psychology (Division 2)

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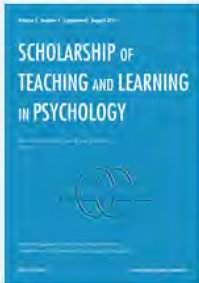
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### Scholarship of Teaching and Learning in Psychology



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Jordan Troisi, Ph.D. – Sewanee, The University of the South – jdtroisi@sewanee.edu

# Professional Organizations and SoTL – Putting it Altogether

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- Improve your teaching with resources and best practices
- Make you more marketable for positions with a teaching emphasis
- Grant and professional development opportunities
- Networking opportunities and access to job postings

# Teaching Experience

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Teaching Certificates, Opportunities to Teach, Desired Courses, and Mentorship Experience



# Teaching Experience – Why?

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- Most job ads will ask for evidence of teaching excellence
- Your image as a candidate:
  - Evidence of your commitment to teaching
    - Particularly important if completing degree in a research-focused program
  - Shows you understand what a position in a teaching-focused institution involves
    - Smaller classes
    - Diverse pedagogical strategies



# Teaching Certificates

- Graduate Teaching Certificates (GTC)
  - Offered by Center for Teaching and Learning/  
Center for Instructional Excellence
  - Requirements
    - Orientation/workshops
    - Formal teaching experience
    - Teaching observations
    - Assessment and reflection



# Professional Development Workshops/Seminars

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- Workshops to help graduate students build on instructional basics and expand teaching toolkit
- Example from *Purdue University*
  - The College Teaching Workshops, Series I
  - The College Teaching Workshops, Series II
  - Service-Learning Workshops

# Teaching Opportunities – Beyond the Institution

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- Adjunct Positions

- Local schools: Community Colleges & 4-year institutions
- Not much \$, but great experience
- Requirements:
  - Masters degree
  - Some # of graduate hours of coursework in psychology
- Find postings on websites for local schools or Inside Higher Ed

**Adjunct Faculty- Psychology**



Employer **Waubonsee Community College**

Location **Varies between campuses, IL**

Posted **Nov 22, 2016**

Faculty Jobs **Social Sciences, Psychology & Behavioral Science, Sociology, Other Social Sciences Faculty Jobs**

Special Filters **Adjunct**

Employment Type **Full Time**

Institution Type **Community College**

# What courses should you teach?

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- Be an instructor or TA for ANY course you can! The more experience the better!
- These courses are especially beneficial:
  - Introductory Psych
  - Statistics
  - Research Methods
- Also helpful:
  - General course in your area (e.g., Social Psych)
  - Special topics seminar course
    - Small class sizes allow for more discussions and active learning

# Mentorship Experience – Why?

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- In addition to teaching experience, seek out or create opportunities for mentorship
  - Work one-on-one with students to guide and support them in their academic and career goals
- Gives you a feel for what it's like to work in a teaching-focused position
  - Often work with individual or small groups of students in teaching, research, and advising
- Highly valued at teaching-focused schools
  - Search committees look for evidence that you can effectively mentor

# What can you do to mentor?

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- Manage/supervise a research lab
  - Work directly with research assistants
  - Organize lab meetings on relevant topics (e.g., advice on grad school)
- Advise an honors thesis student or independent project
- Get involved in mentor program at your college
- Speak at student clubs or organizations

# Application Materials and Interview Practices

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Organizing Evals, Enticing Cover Letters, Marketing  
Your Research, Interviewing Practices



# Organizing Your Teaching Evals

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- Your official evaluations may look something like this...



201001 (Spring 2010) Survey  
SP10 2010

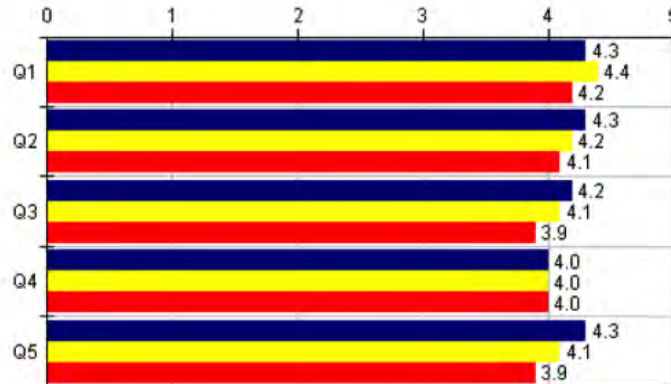
University at Buffalo  
College of Arts and Sciences

Course: PSY 331 F - SOCIAL PSYCHOLOGY

Department: PSY

Responsible  
Faculty: Ariana Young

Responses / Expected: 45 / 94

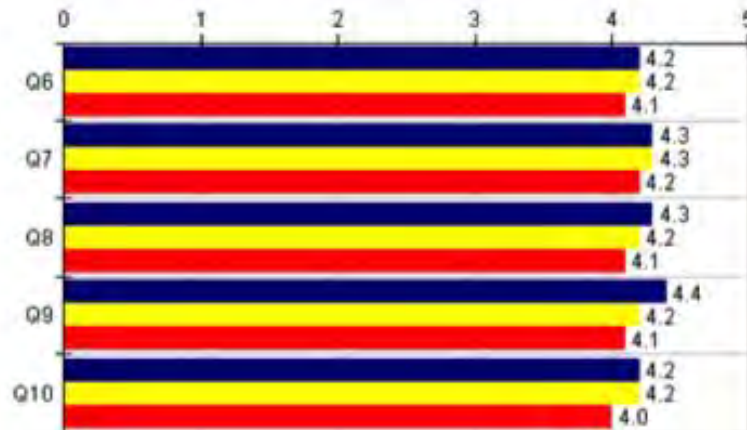


CAS-UBCATS Course Survey	PSY 331 F						--- Comparisons ---			
	Responses					Course	PSY		All	
	[SD]	[D]	[N]	[A]	[SA]	N Mean	Mean	- = + <sup>1</sup>	Mean	- = + <sup>1</sup>
Q1 The syllabus helped me understand the goals and expectations of this course.	1	1	2	18	21	43 4.3	4.4	=	4.2	=
Q2 The various elements of this course combined well in helping me learn (e.g. assignments, texts, readings, laboratory, course technology).	1	1	7	11	23	43 4.3	4.2	=	4.1	=
Q3 The classroom technology helped me learn. [Leave blank if 'not applicable']	2	0	4	14	19	39 4.2	4.1	=	3.9	=
Q4 This course improved my analytical thinking, creativity, technical skills, or competence.	2	2	9	13	17	43 4	4	=	4	=
Q5 I would recommend this course to other students.	1	2	2	17	23	45 4.3	4.1	=	3.9	=

Number of Courses / Survey Responses used for Comparisons: 66 / 2,251 2,184 / 26,043

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [N] Neutral=3 [A] Agree=4 [SA] Strongly Agree=5

<sup>1</sup> This Course compared with others: [-]=0-10th [-]=10th-25th [=]=25th-75th [+]=75th-90th [++]=90th-100th Percentile



CAS-UBCATS Instructor Survey	Young, Ariana						--- Comparisons ---				
	Responses					Individual		PSY		All	
	[SD]	[D]	[N]	[A]	[SA]	N	Mean	Mean	-/+	Mean	-/+
<b>Q6</b> The instructor provided feedback (for example, exams, papers, and discussions) that was timely, fair, and constructive.	1	2	7	10	23	43	4.2	4.2	=	4.1	=
<b>Q7</b> This instructor had high expectations for students' learning and performance	1	2	3	14	23	43	4.3	4.3	=	4.2	=
<b>Q8</b> The instructor organized class time well.	1	1	6	13	22	43	4.3	4.2	=	4.1	=
<b>Q9</b> The instructor taught at a level that I was prepared for.	1	1	4	10	27	43	4.4	4.2	=	4.1	=
<b>Q10</b> I would recommend this instructor to other students.	1	5	4	10	25	45	4.2	4.2	=	4	=

Number of Individuals / Survey Responses used for Comparisons: 66 / 2,251 2,212 / 26,462

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [N] Neutral=3 [A] Agree=4 [SA] Strongly Agree=5

<sup>1</sup> This Individual compared with others: [-]=0-10th [-]=10th-25th [=]=25th-75th [+]=75th-90th [++]=90th-100th Percentile

**Question:** Please comment on the elements of the COURSE you found particularly effective.

**Response Rate:** 71.11% (32 of 45)

- 1 The subject matter is quite useful in life.
- 2 The course is very interesting and directly applicable to everyday life, which, in my experience, has been rare. The textbook is written in such a way that it is not a chore to read, and complements our class lectures very well.
- 3 The information we received.
- 4 The videos used in describing the concepts were very helpful.
- 5 Power points were helpful. If you attended class, you did well.
- 6 great class.
- 7 Giving examples of experiments for each section of the course in both video, and reading format.
- 8 Examples & video interactions help.
- 9 love the take home assign..quizes and lectures are brilliantly relatable...she has a great gift of making hard concepts seem easy
- 10 Reading the journal articles and then using that information on quizzes was a good way of seeing class concept in actual studies.
- 11 materiel was interesting to learn
- 12 participation activities reflected what we were learning; often interactive which was helpful. liked the participation point opportunities and take home activities rather than in class assignments all the time. powerpoints were always organized.
- 13 I feel the elements that were effective in this class were most of all Ms. Youngs teaching style. It is very hard to stay interested when your taking a 3 hour class, however she has a out going personality and she explains things very well-- which is a big help!!! The videos that were played in class also helped to gain insight in was the material was about.

- 14 I like that the course had depth to it in that there were studies to read, movies to watch, and short videos to highlight lecture material. I feel like I learned quite a bit by having more than just lecture for the whole class.
- 15 I found the lectures and the videos to be very helpful in creating real life examples.
- 16 the lectures were very thorough and the participation activities were really helpful in understanding material and just getting a grasp on social psychology.
- 17 Course covers interesting topics
- 18 I think that assigning the articles were really effective because the experiments were very interesting.
- 19 I thought the course had many elements to it, which kept it interesting. I enjoyed the videos used to enhance examples and some of the in class activities helped emphasize the lectures well.
- 20 group activities, take home activities
- 21 The second part of class when we would get participation points was effective as well as the powerpoints, videos, and real life examples that were presented.
- 22 It may have been only been one day a week but that did not seem to hurt my ability to learn the material.
- 23 the syllabus was extremely well outlined and you knew exactly what to expect in class and on the exams.
- 24 I like the use of technology in the classroom. I also liked the use of videos and different visuals, they really helped to remember a lot of the information.
- 25 I think the way the class was organized was great and I think the group work and case studies we had to read really gave me a great understanding of the material.
- 26 The class participation activities.
- 27 The real world comparisons.
- 28 The use of videos and in class participation assignments  
Liked the use of youtube; very relatable.
- 29 Liked the easy inclass assignments.
- 30 Video clips
- 31 I found the videos extra-interesting and I found they stimulated extracurricular discussion.
- 32 The lectures and videos/video clips.

**Question:** Please comment on COURSE IMPROVEMENTS you would suggest.

**Response Rate:** 51.11% (23 of 45)

- 1 It's pretty easy, I'd say it should be a 200 level not a 300.
- 2 Nothing
- 3 None. Good class overall
- 4 Less group activity and more take home assignments.
- 5 none.
- 6 I would suggest shorter lectures and more videos or readings to supplement the material.
- 7 maybe watch more movies...more personal reflective responses to movies to take home ...and less weighted exams
- 8 more exams that broke up the chapters better. having 2 major exams totaling 75% of students grades are unrealistic
- 9 None needed
- 10 I understand the need for a participation component in a psychology class. I guess I would just recommend some more take home activities that count toward a percentage of your grade. I think 75% of a grade is a lot for just 2 exams.
- 11 I would organize the group written activities a little better and mix it up more with take home activities as well as independent activities.
- 12 this was actually a really great class.
- 13 More exams so each one isn't worth so much of your grade  
I think that the in class assignments should be taken out or count them more. I think it was so ridiculous how we had to do 12 in class assignments and 5 quizzes for it all to just count for 25% of our grade. I understand that some classes in colleges final grades are just based on exams but if she wanted to do that then she should not have gave so many other assignments. I feel like studying for the quizzes and all the work i put into the assignments were a waste of my time because it is worth so little compared to the hard exams she gives.
- 14

# Organizing Your Teaching Evals

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- Overwhelming for search committee!
- Suggestion → Create 1-page summaries
  - 1 page for each different class you taught
  - Condense data across semesters

# Organizing Your Teaching Evals

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- What to include in summaries:
  - Results of 4-6 questions, especially those that:
    - Assess overall performance
    - Speak to your strengths
    - Provide support for your teaching statement/philosophy
  - Simple graph, with comparison data (if possible)
  - Sample comments from students
    - Do not just pick ones that say you are nice or kind
    - Include comments that say you challenged them, you used a variety of teaching techniques, and that they learned something

## PSY 331: Social Psychology

- Spring 2010, 94 Students Enrolled
- Summer 2009, 38 Students Enrolled

Item A: The various elements of this course combined well in helping me learn (e.g., assignments, readings, technology).

Item B: This course improved my analytical thinking, creativity, technical skills, or competence.

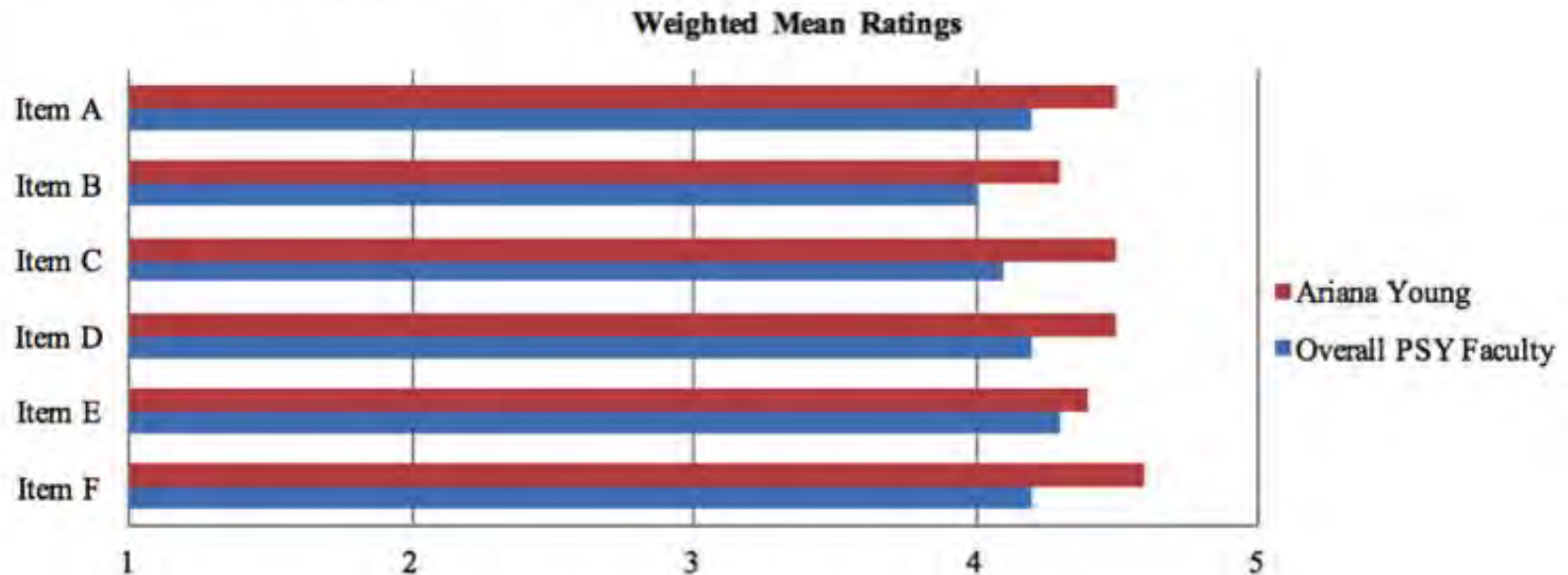
Item C: I would recommend this course to other students.

Item D: The instructor provided feedback (e.g., exams, papers, discussions) that was timely, fair, and constructive.

Item E: This instructor had high expectations for students' learning and performance.

Item F: I would recommend this instructor to other students.

(1 = *Strongly Disagree*, 5 = *Strongly Agree*)





### **Sample Comments from Students:**

*Ariana is an outstanding instructor. She provides plentiful examples, visual aids, and video clips as supplements to lecture and the textbook. I can tell she is eager to teach, and her enthusiasm makes me eager to learn. I have thoroughly enjoyed this course and gained a lot from it as well.*

*This instructor understands students' needs very well. She understands how to structure the course in a way that students can learn and perform well. Even though the material may get complex at times, she executes it in a way students can digest and find interesting.*

*You can tell that she genuinely loves teaching and what she does. I feel I actually did learn a lot in this class. It wasn't just an instructor reading off [slides], she elaborated and gave interesting examples while keeping the entire class engaged.*

*Truly enjoyable and well taught class. Material was presented in an interesting and effective manner. Unlike a lot of classes, I truly believe I can apply much of what was learned in this class immediately to my real world experiences.*

*Professor Young was a very excited instructor and really enjoyed the subject, which I feel makes the class much easier and interesting. I found her incorporation of various in-class elements to be very helpful to understanding the material.*

*Professor Young did a wonderful job teaching this course. She has an approachable manner, presented the information in an effective format, and made the class a pleasurable experience. I enjoyed the "real-life" examples she used to illustrate the topics presented.*

*I found the professor to be very effective and I look forward to taking future classes with her.*

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# Organizing Your Teaching Evals

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- You should still include the official evaluations in your application!
- Even if the application does not require evaluations, send them as a supplemental file

# Making an Enticing Cover Letter

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- The cover letter is often the first thing that a search committee will look at
  - Along with the CV, it is used to screen applicants
- You want your cover letter to be meaningful and stand out

# Making an Enticing Cover Letter

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- Things to Include:
  - Reasons you want to work at a teaching-focused institution
    - Student-centered instruction
    - More opportunities to utilize high-quality learning techniques
    - Time to ensure mastery and promote critical thinking
    - Small class sizes
    - More meaningful, personalized student interactions
    - Add specific details about the institution (mission, student-faculty ratio, etc.)

# Making an Enticing Cover Letter

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- Things to Include:
  - Types of courses you have experience teaching or would be willing/prepared to teach
    - Know and reference the program's curriculum.
      - If there is anything unique about the curriculum, mention how you could contribute.
  - Reference the courses listed in the job posting in addition to other courses you could teach in their curriculum.
    - Use course titles that match those offered in their catalog.
    - If you haven't previously taught a course that they desire, explain why you would be qualified to prepare it.

# Making an Enticing Cover Letter

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- Things to Include:
  - How your research would fit within the department
    - Your ability to do research there (investigate their resources – lab space, subject pools, etc.)
    - Any existing faculty you could collaborate with
    - Involving students in research (mention institution-specific details if possible)

# Making an Enticing Cover Letter

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- Things to Include:
  - Indication that you would want to stay
    - Wanting to find an ideal institution/area to call home
    - Connections to the geographical area

# Tips for Marketing your Research

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- Consider your audience - research the institution
  - How many students are enrolled in introductory psychology courses? (look at course schedule)
  - How many classes do faculty teach? (look at course schedule)
  - Do faculty have individual labs or are they shared? (look for webpages)
  - What is the research expectation? (look at publication records of faculty)

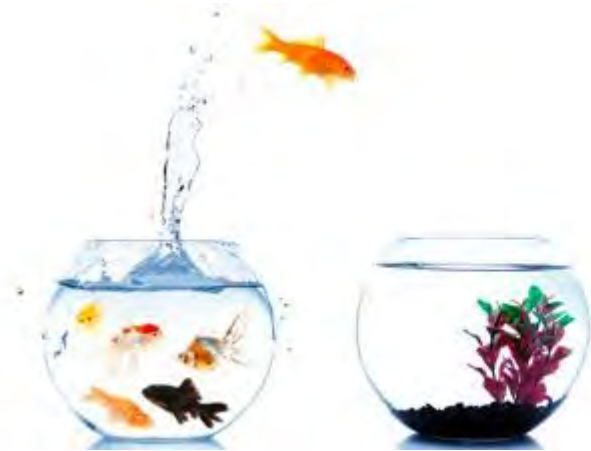


# An Example: Research vs. Teaching-Focused Institutions

Factors:	Research University (e.g., University at Buffalo)	Teaching University (e.g., Western Conn State)
Time:	Mostly research, teaching (1:2), and service	Mostly teaching (4:4), research, and service
Intro psych subject pool:	~ 1400 students	~ 350 students
Research space:	Individual labs with multiple rooms	Shared lab space
Equipment:	Top of the line, based on need	Mostly shared resources, some personal resources
Setting up experiments:	Graduate students set up & undergrads run studies	Both you & undergrads set up and run studies
Studies per semester	~ 5-10	~ 1-2

# An Example: Research vs. Teaching-Focused Institutions

Factors:	Research University (e.g., University at Buffalo)	Teaching University (e.g., Western Conn State)
Publication expectation:	1-2 per year	2 before tenure
Topics:	Emphasis on developing a coherent research program	Topics of research are more flexible
Type of journals published:	High impact journals	Lower impact journals are also valued



*It's time  
for a  
CHANGE*

# Tips for Marketing your Research

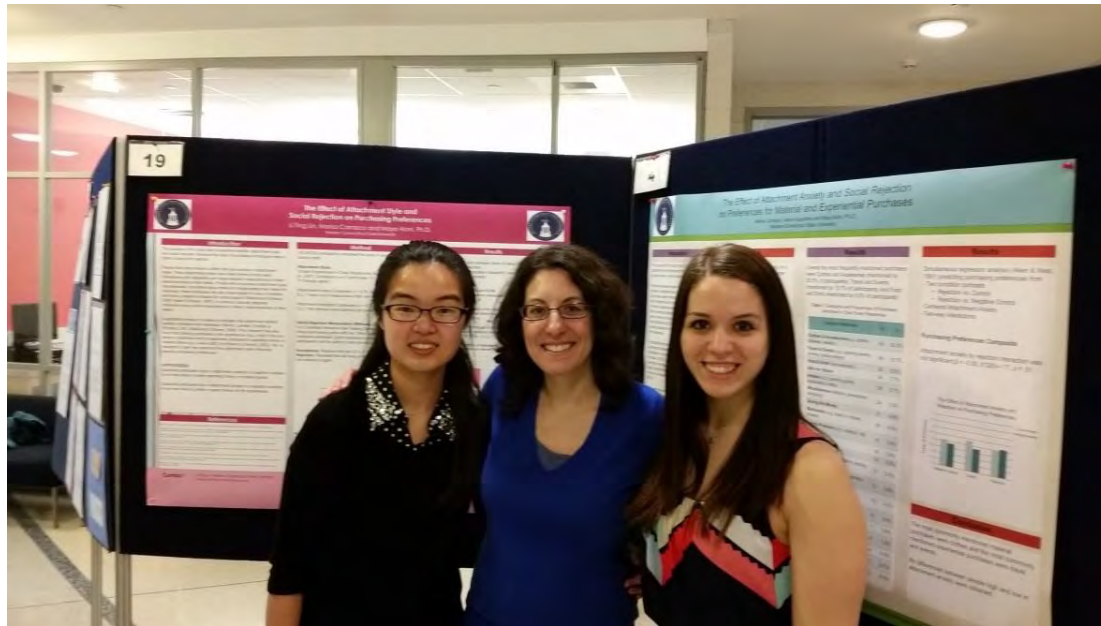
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- Consider your audience - research the university
- Be realistic when describing future research designs
- Be realistic with your expectations for resources
- Describe your research as if you were teaching it
- Describe how your research can inform your teaching

# Tips for Marketing your Research

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- Emphasize how you can involve undergraduates in your research



# Tips for Marketing your Research

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- Consider flexible research spaces:
  - Online research - Qualtrics, Survey Monkey
  - Your classrooms – SoTL research
  - Amazon Turk
  - Collaborate with colleagues
  - Write book chapters or review papers
  - Open access data

# Interview Practices: The “Dos”

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## 1. Be Prepared

- Research the school (mission/culture)
- Bring copies of your CV
- Give yourself enough travel/prep time
- Ask for any necessary accommodations



# Interview Practices: The “Dos”

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## 2. Put Your Best Foot Forward

- Dress in business attire
- Learn about the departmental faculty and look for similarities
- Have questions ready for everyone





# Interview Practices: The “Dos”

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## 3. Go Above and Beyond in Your Sample Teaching

- Ask for the syllabus of the class/section you are teaching
- Review their current textbook
- Use active learning strategies
- Time it well



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# Interview Practices: The “Dos”

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## 4. Be Yourself

- You want a job, but make sure you’ll be happy with *this* job
- Is this institution (it’s teaching/research/service load) a good fit for you?
- Don’t be fake



# Interview Practices: The “Dos”

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## 5. Be Your Best (No Matter What)

- Even under less than optimal circumstances, you are making an impression
- Focus on building a network even if you don't become a colleague
- Follow-up with a “Thank You” note



# Interview Practices: The “No-No’s”

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1. Don't act like teaching is your “Plan B”
2. Don't eat or drink anything that will negatively impact the impression you are making
3. Don't compare yourself to the other candidates
4. Don't discuss taboo topics with potential colleagues
5. Don't take it personally if it doesn't work out



# Thank you!

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- Time for questions!

