01;00;04;21 - 01;00;29;27

Speaker

Welcome to CareerEQ, a podcast series focused on helping students navigate the beginning and early stages of their business careers. Your host, Jon Quinn, is a senior lecturer and director of the Consumer Packaged Goods Immersion Program at the Fisher College of Business at the Ohio State University. In each episode, we dive into a topic facing young professionals in today's ever changing business environment.

01;00;30;00 - 01;00;54;26

Speaker

While Jon may not be an expert in all those areas, his academic and corporate partner guests certainly are. That being said, let's dive into our topic for today and meet this episode's guests.

Today's guests are Marcy Bloom, senior project specialist in employment practices at Bath and Body Works, headquartered here in Columbus, Ohio. And Stephanie Wapner, senior lecturer and associate academic director of MBA programs here at Ohio State.

01;00;54;28 - 01;01;11;06

Speaker

Welcome, Marcy and Stephanie, and thank you for being our first guests on our maiden CareerEQ podcast journey. Marcy I've been at Bath and Body Works headquarters a few times judging the MBA case competition there last year, which I thoroughly enjoyed. But I don't think you and I have actually met before live. It's nice to meet you.

01;01;11;09 - 01;01;39;25

Speaker

Nice to meet you as well. Why don’t you tell our listeners a little bit about yourself.

Sure. So I am currently an employment practices manager at one of the largest specialty retailers in the country. But I have a long history of talent acquisition in the corporate environment as well. So bring a different lens to the to the podcast here, I hope, and I've also been able to be a speaker in several classes at OSU over the last few years.

01;01;39;27 - 01;01;57;05

Speaker

Awesome. I might call on you to do that for me sometime.

Absolutely.

All right, Stephanie, how about you?

Hi. It's so nice to be here. Thanks for having me. I am a senior lecturer in the Department of Management in Human Resources, and I've been lucky enough to have Marcy come and speak at several of my classes over the years.

01;01;57;07 - 01;02;17;01

Speaker

I teach in addition to human resources. I teach strategy and leadership and organizational behavior. But I've spent I've been at Fisher since 2018, but I've spent my entire career in higher education working in some way with college students. So helping students make that transition from school to work has been a huge passion for a very long time. That's great.

01;02;17;01 - 01;02;39;20

Speaker

Well, so happy to have both of you here today. Marcy, Stephanie are both here to talk about those tricky interview questions. You know, the ones that catch some students off guard like a deer in the headlights. I'm going to kick things off with an easy one. So speaking of deer in the headlights, what are cars and how can candidates use the structure of cars in responding to interview questions?

01;02;39;22 - 01;03;11;24

Speaker

Okay, so this is a fancy wording for me. What do you guys say? What do you mean when you say car? So context, action and results. So thank you. Okay. Hey, this new lingo gets you every time. Well, it's funny that you mention that this is an easy one to be out with you. I think this is kind of tough, especially for students that might not have a whole lot of work experience, maybe just have their internship experience, and this might actually make them feel like the biggest deer in the headlights.

01;03;11;26 - 01;03;44;15

Speaker

My advice for this one would be to answer with humility and authenticity. You know, they're looking for fit. They're looking for how you answer a question you don't know. What are you willing to be vulnerable about in how you're answering the question? So I can't tell you exactly, Hey, this is how you want to formulate your answer. I would say when you do act with humility and authenticity, and I would add to that that the two places where I see students really struggle with these types of questions is in the context and the results.

01;03;44;17 - 01;04;04;27

Speaker

It's really important to keep the details of the context down to the most relevant information. When students rehearsed these questions with me, they tend to ramble and try to share. They kind of get into the weeds of everything that was happening in their work environment in that time. You want to keep the details of the context specific to what's relevant to the question.

01;04;05;00 - 01;04;35;19

Speaker

I think it's also really important that the your response to the results piece be quantifiable and possible. What quantifiable impact did you have on the company's bottom line? How did you how did your action help achieve part of the company's strategic goals? Awesome. Yeah, I think one of the reasons students probably ramble is that anxiety and that feeling of am I going to be able to answer a given example that they want and so that we let that anxiety get the best of us.

01;04;35;19 - 01;04;57;16

Speaker

But I also really like what you said about quantifying it, not only what you did, but what was the impact it had on the business. Was this a little blip or was that something that was had a long term impact? And I think it's also important to I love that you mentioned that students struggle with this because they often have, quote unquote, only their internship experience.

01;04;57;16 - 01;05;11;29

Speaker

But I think one of the things we can do a better job preparing students for is to to keep track of these things throughout their internships. Right. What are some of the things that you did that you might not even be giving yourself credit for? And I unfortunately, I think women students tend to do this more than their peers.

01;05;11;29 - 01;05;31;06

Speaker

And professionals. And yes, I keep I keep a list on my on my iPhone. Yeah. Yeah. So, you know, keep track of it while you're in your internship, while you're in the weeds of what you're doing. What did you do that day? What did you do that week? Make it a habit to keep track of these things so that when you look back and you're interviewing for a full time job.

01;05;31;06 - 01;05;52;21

Speaker

So when you look back, what are some of the examples that you can turn to? You should really students should really also look to their student organization leadership experience for this. Some of the student organizations at Ohio State have significant budgets. They put on university wide programs. We have students who are involved in organizing and managing global experiences.

01;05;52;21 - 01;06;13;20

Speaker

Those are significant experiences that you can turn to and talk about in your job interviews as well. Absolutely. Yes. And sometimes I get to close this. I think it's an easy question, but you realize that it's, you know, much more complicated. It really is. So just kind of reprise Cars context. What's the situation Action? What did you do to forward the business?

01;06;13;20 - 01;06;40;00

Speaker

And as Stephanie mentioned, you know, what were the quantifiable results of that? So I want to dive a little bit into a case based question. So this is when a prospective employer is setting kind of a situation up for the interviewee and ask them like, okay, how would you handle this? So what are employers really looking for when they post these type of case based questions?

01;06;40;03 - 01;07;02;13

Speaker

So I actually just just had a lot of questions about this with our current first year MBA students who came into the program thinking about this because their recruitment process for internship starts right away. And one of the things that we talked about with the first year MBA students is that a lot of times our students, especially those who are very quantitative focused, are very finance or accounting focused, or maybe they're engineers.

01;07;02;16 - 01;07;21;08

Speaker

They want to think that there's a right and wrong answer. And what these types of questions, it's not about a right or wrong answer. It's about coming up with an answer or a solution. What they're looking at your answer, but they're also looking at how well can you support your answer? How well can you craft an argument and how well can you pitch your answer?

01;07;21;08 - 01;07;44;11

Speaker

You can have the best solution in the world, but if you can't sell it to the people who are listening, it's not going to take off. So I think one of the things that they're looking at with case based questions is not only what would you do, but how, how strong of an argument can you make for supporting it and what types of details and data can you draw on to support your argument?

01;07;44;13 - 01;08;10;22

Speaker

And I would definitely agree with that. And something that's coming back to me is my former life, right? Or did I targeted selection training? And one of the things that they score people on for interviewing is the the last piece of an answer that's often forgotten about when these questions is what is the result? Right. So we've talked a lot about here's the scenario, here are the actions that I took.

01;08;10;25 - 01;08;48;27

Speaker

But what was the result that also prompted me to think of, you know, me, the random random pot pop up at all points in time. Like I can never thank just one train and I have to go on a sidebar. If a good in a good interviewer, I should say, asked you follow up question. So if you are sitting in an interview and you're asked a faith based question and you've given that scenario, you've given the actions, and maybe you talked a little bit about those qualifiers, but what were the results or what were the final impact?

01;08;48;29 - 01;09;14;18

Speaker

What was the meaning behind it? A good interviewer will prompt you to answer that last question and they'll say, Well, but what was the impact or or how did that affect the rest of the business or something along those lines? So if you're getting people that ask you follow up questions, they don't let that fall to you or don't let that trip you up because they're actually a good interviewer.

01;09;14;20 - 01;09;35;20

Speaker

You know, I guess a follow up on that. So some of these questions are hypothetical, right? They're not about cases or thing or projects that the interviewee actually worked on, but it's like were these posed a scenario and they ask you, what would you do in this situation? So, you know, a lot of times interviewees will leap to like tactics about, you know, I do this, I do that.

01;09;35;20 - 01;09;56;09

Speaker

First you want they want to see your thinking process, right? How would you analyze the situation? How would you formulate a strategy? And then how would you put tactics in place to to to attack that strategy? And since it's hypothetical, you don't have results, but you can say, well, here are the like the key performance indicators or the metrics that I would put in place to judge our success.

01;09;56;13 - 01;10;16;00

Speaker

Well, you know, I think, John, I, I agree with you. I my only the only thing I would push back on that a little bit with is that a lot of times I tell my students, you need to start with the punch line. You need to grab their interest pretty early on. And my only concern about starting with working through the thinking process is kind of losing your audience.

01;10;16;06 - 01;10;34;24

Speaker

It's a little bit like the 60 seconds or even the last that you have to catch someone's attention on a resume like I think you have to start with the punch line of here's here's the action I would take and the

result that it would have, and then talk through your thought process of how you got there. Personally, that's how I might encourage students to approach that.

01;10;34;24 - 01;11;02;03

Speaker

I'm sure in certain contexts it might make more sense to to do it the other way. But I do think you have to grab the interviewers attention in the first few seconds before you get into. How did you get to that result? I think that's a really good point. And I you know, you're talking about hypothetical question and those always for me, if I'm if I'm working with leaders and developing questions, I try to avoid hypotheticals because I want to see what you actually have done.

01;11;02;05 - 01;11;22;26

Speaker

So if you're getting a hypothetical question, you can immediately tie it back to something that you already have experience in. Oh, you know, hypothetical question. But that's interesting because I've actually had a similar experience and it goes back to that. Well, you always renamed a car or whatever it is these days. Those types of question to where you can go through.

01;11;22;26 - 01;11;49;13

Speaker

And it's no longer the hypothetical situation. You can say, interesting. I think I would, you know, the same way or even better, I've had a similar situation. I work through it that way and this is what I learned from it or this is what I would do differently. So that would be my piece of how I would take that hypothetical question of how would I take what I learned from a similar experience and do something different next time.

01;11;49;15 - 01;12;11;22

Speaker

I may be skewed by my experience in marketing where you're interviewing and there and they might be fishing for thinking, Yeah, exactly. How are you? You know, the worst question, which nobody asked me what I think is the worst question, but I'll tell you anyway, is the quite the hypothetical questions of if you were an animal, what animal would you be or if you were a traffic light?

01;12;11;28 - 01;12;30;10

Speaker

What that those are the dumbest questions I've ever heard. If somebody's asking you that, you need a question of somebody you want to work for if they think it's fair. So can I give you can I give you one of the best answers for that? Yeah. So the worst the worst question I ever got with that was if you were a kitchen appliance, what would you be?

01;12;30;10 - 01;12;51;02

Speaker

And the correct answer to that question, Protip is always, I would be a blender because I bring people together. Nice. I like it. Right? So if you got the dumb question, it's a terrible question. Thank goodness I did not end up working there that we could have an entire. I bet, Marcy, I bet you we could have an entire podcast of just stories of jobs that we're really glad we didn't take.

01;12;51;02 - 01;13;08;21

Speaker

And what were the warnings? 100%. I have so many good stories about that. But I think what you what you bring up is a really good point about not being afraid to own what you've learned from your mistakes. We talked about and we talk about this a lot, is that it is normal and expected to make mistakes. And this could be an interview question that you get.

01;13;08;28 - 01;13;23;24

Speaker

What mistakes have you made, right, What have you? And but the the correct answer is not I haven't made any mistakes because that's disingenuous and not authentic. The correct answer is I'm so glad you asked. Here's a situation that I wish I'd handled differently and here's what I learned from it and here's what I would do differently next time.

01;13;23;24 - 01;13;44;07

Speaker

In those types of hypothetical case questions, as you said, are a wonderful opportunity to demonstrate that type of humility and to demonstrate that ability and that willingness to learn on the job that employers are looking for. That's a good segway. For one of my questions I want to delve into that's kind of related. That is like, tell me about your weaknesses.

01;13;44;10 - 01;14;05;16

Speaker

Oh, yeah. So what are your thoughts about how the best respond to those type of questions by you know, you can learn so much from watching The Office that that's one of my favorite scenes from the office is when the Steve Carell character talks about how he cares too much. He loves his job too much to the you know, to the exclusion of everything else.

01;14;05;18 - 01;14;32;09

Speaker

What are your weaknesses, Marci? Do you want to tackle this one first? So I can I you know, as the candidate, I hate the question of a interviewer. I hate the question. I always you know, you hear the how do you bookend something right. So, look, one of my greatest weaknesses, if I can get lost in the weeds, right.

01;14;32;09 - 01;14;55;25

Speaker

I want to know as much information as possible sometimes that really helped me. Right? That really helped me to think through everything so I can understand better what can be the impacts of the business and all that stuff. So my conclusion, but in some cases it can be overwhelming, especially for those that I might be bringing you along the way.

01;14;56;01 - 01;15;24;22

Speaker

Right? It's my role to help them just see what they need to see and not get caught up in the noise. And so I'm constantly challenging myself and constantly working with myself to listen to the noise and get that out of the way before I bring along other people. So by saying what your weaknesses, but by also saying how you're working through it and how you're recognizing it can be very, very helpful.

01;15;24;24 - 01;15;49;01

Speaker

You can also do something like, you know, I'm very detail oriented, which is means that I might take a little bit longer to do tasks, but you know that the product that I'm going to come away with is going to be, you know, as perfect as that can be. And, you know, I just need needed if I plan ahead of time and work that into my timeline, I hit the deadline as needed.

01;15;49;03 - 01;16;07;23

Speaker

My my favorite way that I encourage students to think about this question is not is when you hear the question what are your weaknesses? What you should really be thinking is what are the things I'm currently working on? What are my professional goals for myself over the next year, over the next five years, about a lot? What are the things that I am working on for my own personal professional development?

01;16;07;23 - 01;16;29;22

Speaker

And think about the question that way, because then you can be excited to share things like, I'm working on my project management skills. I am, Here's the books that I'm reading, here's the class I took on LinkedIn, here's how I'm addressing that. So you're answering the question and explaining how you are going to how you're addressing those weaknesses in the same in the same sentence.

01;16;29;22 - 01;16;49;07

Speaker

And I think it makes students feel a little bit, particularly entry level employees. It makes them feel more confident answering that question because it's things that are areas and opportunities for growth and that you kind of get excited about working on as opposed to admitting a weakness. And you bring up a phenomenal point of goal setting, right? Every company wants you to set goals.

01;16;49;10 - 01;17;14;14

Speaker

Yeah. In your your goal should never be I want to say the exact thing and I want to do things just the way that I do them now. So we all have areas that we we can grow in and have opportunities then. So I really, really like that. I do that for myself for, for goal setting and how that is used in interviewing Marci, you mentioned a term that maybe some of our listeners might not be that familiar with.

01;17;14;14 - 01;17;41;08

Speaker

You said Bookend, which would apply to pretty much any type of interview question you have. What do you mean by that in this situation? I try to talk about if if you are opening a book, right, if you're if you

have to start with a negative book and it closes it with a positive, you always want to try to end on a positive note or you always want to try to end with how things are going to look or what your goal is.

01;17;41;08 - 01;18;05;01

Speaker

Kind of attack me with saying there of I don't want to leave them on. This is all of my negative, this is my weakness, This is all the things that I think about, but I'm not working on it and it completely hold me back and I'm not successful in any way that's relevant to it. Right? So being able to say and recognize this is my weakness just is also how it is the strength of mine.

01;18;05;01 - 01;18;27;28

Speaker

Or sometimes our greatest weakness can actually and we recognize them can help a business too. So a type of question that I've noticed that's becoming more popular over the past maybe 5 to 10 years is a conflict resolution. You know, tell me about a time that you had conflict with a coworker or family member or friend, and how did you go about resolving that?

01;18;28;01 - 01;18;51;06

Speaker

So what are interviewers and prospective employers looking for when they ask questions like that? So I would actually take this back to the context action results model, and it's very easy to get lost in the weeds on questions like this, particularly if they open the door to personal conflicts. I strongly encourage students to stay away from personal examples in these types of interview questions.

01;18;51;06 - 01;19;12;12

Speaker

Keep it professional, keep it work related. It's way too easy to overshare, to share too many details, to get lost in the weeds of, you know, setting up the context in such a way that the interviewer loses interest. So I would approach this question like any other situational question. What's the context to keep it brief, keep it relevant?

01;19;12;12 - 01;19;47;17

Speaker

What action did it take to resolve the conflict and what was the result? And by the way, the result can be that the conflict wasn't resolved, but what did you learn from it and how would you approach a similar conflict differently next time? So that's what I that would be my my best what I would say would be my my best way to approach that approach those I think you also want to think hard about having some answers to this type of question prepared ahead of time so that you're not hemming and hawing and trying to think about it in in the moment or in the interview does two things.

01;19;47;17 - 01;20;16;13

Speaker

The third one, the hemming and hawing take the worst thing that about and I tell people to do it all the time, and yet an awful lot of my style is when somebody asked you a question like this, it is okay to part. Yes, it is okay to say, you know, that is a great question. Give me just the moment to gather my thoughts and that pause and then and that pause and that pause seems ten times longer to you, the interviewee, than it actually is.

01;20;16;16 - 01;20;37;17

Speaker

And what that does that the kind of that the interviewer is thinking of, I want to hear what their how they didn't do this right or whatever. Right. And it stops them to think, oh, this is how they're going to thoughtfully approach questions that they don't know the answers to. They are going to be willing to say, Let me get back to you.

01;20;37;23 - 01;21;06;27

Speaker

Right. Let me just pause that and I'll get back to you. We're not telling them I'll get back to you on this, but we're just pausing for thought. And I think this is where you're going. Stuff with the the getting lost in the weeds is very cognizant of putting blame on the other person right in the situation and giving a high level of I had a project I was working on with a colleague.

01;21;06;27 - 01;21;36;03

Speaker

We come from very different types of backgrounds and skills that and so my role, my responsibility and I thought that I reacted in this way. My actions caused them to react in this way. So this is what I learned from it. So it's that balance of taking ownership, explaining the situation, but not giving blame. And what did you learn?

01;21;36;03 - 01;22;00;21

Speaker

Right. Like, I'm I think I handled it okay. Could I have handled it better? Yeah, but in the moment I was just doing what I felt was the best I could do at that time. And I think that situation ended okay. But yeah, maybe I would do something differently next time. It's that humility and that authenticity that I started off this podcast by saying I thought it was important to have.

01;22;00;23 - 01;22;16;19

Speaker

That is another thing they're going to be looking for in this is where is your humility and where is your authenticity when it comes to conflict and your ability to take ownership and responsibility for your role? Yeah, and the ability I think also what you touched on that I really liked was the ability to see the other person's perspective.

01;22;16;19 - 01;22;35;16

Speaker

When I did this, I think it made them think this or it made them feel this way. It was not my intention, but that's what happened. And here are the steps I took to rectify it. Mm hmm. Stephanie, you mentioned about be careful not to not to go on the personal side of things, and now I'm playing things back on my head and I wonder if I cross that line sometimes.

01;22;35;21 - 01;22;55;27

Speaker

My wife often tells me I share too much. That's another topic for another time now. So. So it's okay. So another question that when I play back things I said 20 years ago when I was coming out of school, my my MBA about and I know I fumbled at playback my answer and I was like, oh my gosh, what?

01;22;55;29 - 01;23;26;22

Speaker

How I must have been perceived. The question about where do you see yourself in 5 to 10 years? You know, how would you recommend our students to kind of prepare for that and field those type of questions? You know, I think this kind of goes back to a tougher thing about goals before is my goals for

me right now are that my thought is if I can establish that that that's what set me up for a foundation for that in five years.

01;23;26;25 - 01;23;52;25

Speaker

Perhaps the goals that I'm thinking of at that time are X-Y-Z And it's very easy for us to go to a personal pride, right? But we or we want to go to the I want to be a manager or go to a position, right? Like, I want to be a manager. I want to be a director, then no know, try to keep it to the skill set you hope to develop within the next five years.

01;23;52;25 - 01;24;14;24

Speaker

I could not agree more. Awesome guilt that you hope to develop challenges that you currently have that you're hoping to have overcome. Or maybe, you know, there's a recognized gap that you have now and a soft goal that you're like, You know what? I would love it if I could figure out how to unlock this for myself. I think that that would be really helpful.

01;24;14;24 - 01;24;33;16

Speaker

So in five years I'm doing X-Y-Z. Yeah, I really couldn't agree more. The the focus on the skill set as opposed to the position is really important because you want to have a balance between maybe I can achieve those goals with this organization, but I might not. And I don't want to say things or make commitments that I'm not prepared for.

01;24;33;18 - 01;24;57;25

Speaker

So giving some thought to, you know, what is your five year plan? Maybe it's I have a really strong academic background, but I studied abroad instead of doing internships and I want to I want to increase my number of years of work experience or I want to grow. I want to learn this particular soft, you know, I want to learn this particular software or I want to get my certification or whatever other professional certification you might be interested in.

01;24;58;02 - 01;25;23;10

Speaker

Maybe you want to position yourself to be a competitive candidate for a master's degree at a very highly ranked institution. Maybe you want to position yourself to enter a certain industry or field, and you need a certain number of years of work experience. But I really agree with really agree with you that focusing on what skills do you want to develop and where do you want to, you know, acknowledging where some of the gaps in your resume might be and filling those filling those skills.

01;25;23;10 - 01;25;54;00

Speaker

And I think it's also really important to include, even if it's very basic, what are your plans to make that happen? What steps are you going to take to start that five year growth process? What have you already done? Can you identify some specific steps that you plan to take in the next year to make that happen? One of my favorite books, it's a kind of an oldie but a good one of my favorite books that I recommend to students is The First 90 Days, which is a book that I introduce, is the idea of how do you make the most of a job in those first three months?

01;25;54;00 - 01;26;08;21

Speaker

How do you establish yourself? How do you start setting goals? And I think there are some really valuable lessons to be learned there about how to, you know, be in the moment of starting a new job and be in the moment of making the most of it, but also be thinking about how to position yourself for the future.

01;26;08;23 - 01;26;24;22

Speaker

Stephanie I really like what you said about the skills piece of it because that also and so you make it more about what you can offer to the company versus what it is about you. You know, you know, I've heard people say, well, in five years I want to be a VP, in ten years I want to be CEO.

01;26;24;22 - 01;26;44;03

Speaker

And I was like, okay, hold on there, bucko. You know, it's like you can do your research, too, when it comes to those type of things, like understand what the career path typically are and how long things really take in the real world. So I want to close it with one last topic, last but not least, and if you get this question, it usually means it might not be in the first round.

01;26;44;03 - 01;27;02;19

Speaker

Maybe you're getting into the second or third round, but it usually indicates they're interested in you. But you don't want to fumble this question. And that's the one about expected salary. You know, how much do you expect to make? Oh, this this could be this could be interesting because it could be a separate episode. I think. It absolutely could be.

01;27;02;19 - 01;27;30;26

Speaker

And I think Marcy and I have very different perspectives on this question. So we know we have. Very good. That's good, though. So I don't know, Marcy, you go first. Okay? Unless you want me to start. Okay. You know, I think first thing going into it, you just mentioned doing your research, right? In the question of doing your research, what is the career progression, those types of things.

01;27;30;29 - 01;27;59;17

Speaker

There are tools out there that you can use to do your research. The Department of Labor put out the occupational handbook where you can go online and you can look up a career and it gives you like, here's the median wage in the area. If you are starting out and you don't, you've got an internship. I'm so happy for you that you have an internship and you have your bachelor's degree.

01;27;59;19 - 01;28;22;22

Speaker

But if that is what is the minimum required for the position, then you're probably going to start on the lower end of the pay range and it's up to you to do your homework to know what that pay ranges. It is not up to them necessarily to tell you unless you're in, you know, the 60th and 13 counties or whatever it is that requires wage transparency.

01;28;22;22 - 01;28;48;26

Speaker

But even if you do see a wage range, recognizing what is required for the job, how do I meet those requirements and where does that put me sometimes that giving them a actual number? I think you need to be honest with yourself. And what do I need to make? Where are my expenses? What am I hoping to balance work with?

01;28;48;28 - 01;29;15;10

Speaker

Right. And what money do I need to do that so I can explain to somebody, Hey, look, I'm coming out of my bachelor's degree, I've got my bachelor's degree, I've got my internship, I've looked at my expenses and where I hope to go. And I need to make a base of at least 60,000 a year. Okay. The other thing you want to think about is where you are living or where these companies are that you're talking to.

01;29;15;13 - 01;29;46;15

Speaker

I get in trouble from the for those that are higher pay, all the time. But, you know, here we go. If I am interviewing for a job in Colombia and they offer me 30,000, if I am going to interview for the same job or a very similar job in, let's say, Seattle, I should be making a minimum of 95,000 or somewhere in there because the cost of living is a significantly different.

01;29;46;15 - 01;30;09;06

Speaker

So this is part of doing your homework. That online guide will well ask you what your zip code is, but you can also go on a call like CNN Money, right, and say, hey, I know that I was offered a farm manager job in Colombia, but I really want to go here so you can figure out what you should be getting in those different areas.

01;30;09;08 - 01;30;33;00

Speaker

You know, looking at some of the programs for Ohio State, Columbus is one of the if you're looking at the zones for hiring, we are kind of that national average or lower or pay. And so you're not going to make anywhere near what you're going to make. And in Seattle or Denver or something like that, because their cost of living is exorbitant compared to ours.

01;30;33;02 - 01;30;56;12

Speaker

Okay, So Fox over that. So I, I agree. And so first of all, I want to point out something and I really hope students are listening and paying attention to this. So very often after Marcy has given this very valuable

advice to my students, they'll come up to me and say, we don't have access to those databases. How do you know what the salaries are?

01;30;56;12 - 01;31;25;08

Speaker

How do you know what the the averages are for these positions? OSU students, you have access to this very old fashioned thing called the library and here at Ohio State, we have a dedicated business librarian who can help you navigate our online databases. We have access as OSU affiliated students, staff and faculty to a plethora of statewide and national databases that can help you do this research.

01;31;25;10 - 01;31;49;02

Speaker

So seek out our business librarian. They are extremely underutilized. Their name is Ash Faulkner, and they can be extraordinarily helpful to you in helping to access this data and this information. So that's my soapbox, is please use the library. It's why you're here, it's why what you have access to. So a couple of things. I love Marcia. One, to just sort of extrapolate and highlight.

01;31;49;02 - 01;32;15;26

Speaker

One of the things you said is that you don't always have to give a number. Sometimes you can give Remember that one of the things we we learn about in compensation and benefits and in strategic staffing is that pay ranges tend to there tends to be bands and pay ranges for particular positions. So maybe you don't want to give a number, but maybe you want to say because of my education qualifications experience, I see myself as starting at the midpoint or the 25% point within that pay range.

01;32;15;26 - 01;32;50;09

Speaker

Right. Here's make a case for why you should think you should start at the higher end of the range or the midpoint level of the range. That can be a really effective tactic for answering this question. Where Marcia and I tend to differ a little bit is that I, I believe today that women still get lowball. I do I believe agreed I would women and I agree yeah women tend to get lowball so I encourage students for for both for that reason and also I encourage students to negotiate their starting salaries.

01;32;50;09 - 01;33;09;13

Speaker

And this is where Marcia and I kind of differ. You don't believe in negotiating at this level or at least you you've you've encouraged my students not to not to hyperfocus on it. Right. Whereas I encourage my students to negotiate for a couple of reasons. Number one, I think that that women students, especially, as I said, get get low balled.

01;33;09;15 - 01;33;38;19

Speaker

I also think it's good to practice that skill when the stakes are a little lower. Right. Even if it's just an increase of 2000 or 3000 or even $5,000 a year on your on your gross paycheck, it's not going to make that much of a difference. But the practice that you get of exercising that muscle, of asking what you believe that you're worth and practicing that skill when the stakes are relatively low and getting used to that as you move upward and create an upward trajectory in your career.

01;33;38;19 - 01;33;55;02

Speaker

I cannot tell you how many women leaders, middle managers, high level managers I know who still struggle with this. So I think it's worth practicing. And look, the worst thing they're going to do is say no, right? We haven't yet. They're not going to withdraw the original offer. They're not going to withdraw. They're not going to ground you.

01;33;55;02 - 01;34;21;22

Speaker

They're not going to take away your toys. Right. They're not going to take away the offer. The worst that happens is that they say no. And you have to decide whether or not that salary is still worth it. But I think exercising that muscle of negotiation is important early in your career. And I think and I think engaging in that negotiation also demonstrates as a certain level of confidence, a certain level of professional maturity that a lot of employers would appreciate rather than just say, okay, I'll take that offer.

01;34;21;24 - 01;34;40;12

Speaker

Right. And there's there's a few things that you said that I can help expand on to the when you're talking about the comp ranges. And if you have if you have a good recruiter, have a conversation with them and

you use these languages. Right. So a good recruiter should explain that to you. But if not, you can ask for the explanation.

01;34;40;14 - 01;35;00;10

Speaker

Typically, if you look at that wage range, right, and you look at the band, there's kind of like this thought that the third, the bottom third are the people that have the foundational skill and education right? So that internship, the education, but not a whole lot of proved to be able to go through. Then you have those experience people, right?

01;35;00;10 - 01;35;21;15

Speaker

You've got a couple of years of experience, you've got the education and those are kind of like your middle third and then you've got your top there that that expert, the people that maybe are ready for their next level, but coming into the next company, there's some path goal that you want them to develop so they're not really ready for next, but you want to make sure you're compensating them for the experience that they do have at that expert level.

01;35;21;17 - 01;35;50;04

Speaker

And so when you're explaining to somebody where you think you are, you should have had a conversation with a recruiter about what skills are required, how you're expected to apply the skills that you have, that type of thing. And you can say, you know what, I think I have have a strong foundation. And then because I have this strong foundation, I think that puts me a little bit higher on that foundational chart section of the pay band there to be able to make that argument.

01;35;50;04 - 01;36;16;14

Speaker

So you can negotiate that way. I'm not against negotiation. I feel very, very strongly like you do, Stephanie, Especially for women. It's so hard for us to negotiate anything. And just like you ask me to go buy a car, here's the price, okay? By like that's how I handle it. But a good recruiter should also explain to you why they are making the offer at the rate they can.

01;36;16;14 - 01;36;38;10

Speaker

And perhaps it's like, you know what? We think you do have the foundational skill and we we think you have the potential. We really like your we really like your humility and your authenticity. Right. And we think it's going to fit well with a team. But you really are developing in most areas of the position. And because of that, we are we feel comfortable doing that.

01;36;38;13 - 01;37;06;27

Speaker

You follow that up with passion. Okay. How often are performance conversation and performance increases or merit increases based off of that performance? What is the average? If I if I'm meeting my goals and I'm meeting or exceeding expectations, what is the average percentage that I might have the potential to earn then? Right. So knowing what you're going into and again, they're not going to pull the original offer, but this is also showing how you're thinking about it.

01;37;06;27 - 01;37;32;09

Speaker

You're already putting yourself in that role. Well, Stephanie, I really like that relative kind of approach to it because it doesn't lock you into a number. Right. And it gives them some sort of benchmark to judge you against. Kind of anecdotally, my son received an offer and he's allowed to work remotely in Ohio until May of 2024, which he then may likely get asked to relocate to Boston.

01;37;32;11 - 01;37;51;24

Speaker

And that had and that was verbal, but that was never included in his offer letter. And so, like, I kind of coached him, I was like, okay, you know, in the event that a relocation to Boston was required, you have to get some sort of escalator in there, right? Because otherwise when you're locked in and working there, they could just say, all right.

01;37;51;26 - 01;38;12;03

Speaker

And I actually coincidentally, this happened to me and my career. My company wanted to transfer me. A Boston was going to give me $5,000 more a year. I'm like, and it kind of cut it right, you know? So I ended up declining that transfer and staying where it was. I stay with the company for quite a few years after that.

Well, I'd like to thank our guests today, Marcy Bloom and Professor Stephanie Wapner.

01;38;12;05 - 01;38;30;12

Speaker

This has been a great session, very informative. I know our students community found this to be very informative and useful. Thank you.

Hey, thank you so much for having us.

Please check the web page for additional related links and the resources on this topic. CareerEQ is brought to you by the Fisher College of Business at the Ohio State University.

01;38;30;15 - 01;38;42;27

Speaker

We like to thank our production crew, including our producer Doug Carraway, for making this possible and the Office of Career Management, dedicated to supporting our business school students in the launch of their careers. See you next time at CareerEQ.