

Transferable Skills Training

Office of the Vice-Rector for Research

The following training courses are open to all doctoral candidates enrolled at the University of Luxembourg. Visiting candidates and candidates at the Luxembourg institutes may participate space permitting.

Schedule – TS courses for Summer Semester 2018-2019*

* Please note: to be awarded the ECTS and certificate, you need to attend all sessions in a course

Date	Time	Course title (quick link)	Instructor
February 11, 25 & 27 March 1, 4 & 6	9.00-17.00 9.00-11.00 on 11.02	Presentation Skills	Mr. Pierre Steffen
February 12 & 19 March 5 & 19 April 9	16.00-19.30	PhD Dissertation writing workshop	Dr. Jennifer Skipp
February, 26 March 5, 12, 19 & 26 April 2, 9 & 23 May 7, 14, 21 & 28 June, 4	12.30-14.00	Research Article Writing	Dr. Katrien Deroey
March, 7 & 8	8.45-17.30	Time & Priority Management	Dr. Stephanie Hann
March, 25 & 26	9.00-17.00 on 25.03 9.00-18.00 on 26.03 Time to be confirmed	Introduction to Entrepreneurship	University of Luxembourg Incubator
March, 26 April, 2	9.30-18.00 on 26.03 14.00-18.00 on 02.04	Data visualisation & statistic graphics with Stata	Dr. Philippe Van Kerm
April 1, 8 & 15	14.00-17.00	Reduce your stress and develop more focus (Kirchberg)	Dr. Maurizio Cortesi
April 3, 10 & 17	14.00-17.00	Reduce your stress and develop more focus (Belval)	Dr. Maurizio Cortesi
April, 4 & 5 May, 6	9.30-17.30 on 04.04 9.00-17.00 on 05.04 8.30-17.00 on 06.05	Public speaking skills	Ms. Bénédicte Vanderreydt
April, 11 & 12 1,5 day in June/July (Dates in summer TBD)	9.00-18.00 on 11 & 12.04, TBD for June/July	Science communication skills	Collectif DESCOM

Date	Time	Course title (quick link)	Instructor										
April, 29 May, 2	9.00-16.30	Introduction: Developing writing & reading skills at doctorate level	Dr. Desmond Thomas										
April, 30 May, 3	9.00-16.30	Advanced: Developing writing skills at doctorate level	Dr. Desmond Thomas										
May, 13 & 14	9.30-17.15	Good Scientific Practice	Dr. Michael Gommel										
May, 16 & 23 June, 6	9.45-17.00	Conference Skills	Dr. Katrien Deroey										
May, 17	9.00-13.00	Preparing an effective research poster	Dr. Malou Fraiture										
May, 22 & 29 June, 5 & 12	13.30-16.30	Building skills for your well-being	Dr. Maurizio Cortesi										
June, 3 & 4	9.30-16.30	Project Management for Research	Dr. Maurizio Cortesi										
June, 7	14.00-17.00	Manage your bibliography and citations	Mr. Simon Audigier										
June 19, 20 & 21	<table border="0"> <tr> <td><u>Group 1</u></td> <td><u>Group 2</u></td> </tr> <tr> <td>June, 19</td> <td>June, 20</td> </tr> <tr> <td>14.00-17.30</td> <td>14.00-17.30</td> </tr> <tr> <td>June, 20</td> <td>June, 21</td> </tr> <tr> <td>8.45-12.1</td> <td>8.45-12.15</td> </tr> </table>	<u>Group 1</u>	<u>Group 2</u>	June, 19	June, 20	14.00-17.30	14.00-17.30	June, 20	June, 21	8.45-12.1	8.45-12.15	Getting Started in Teaching	Dr. Sue Dunn
<u>Group 1</u>	<u>Group 2</u>												
June, 19	June, 20												
14.00-17.30	14.00-17.30												
June, 20	June, 21												
8.45-12.1	8.45-12.15												
June, 24 & 25	9.30-17.00 on 24.06 9.00-13.00 on 25.06	Managing your relationship with your thesis director	Dr. Kate Exley										
June, 24 & 25	9.00-17.00	Leadership Skills	Dr. Philippe Gramlich										
June, 27 & 28	9.00-17.00	Effective visual communication	Dr. Jernej Zupanc										
July, 1 & 2	9.30-17.15	Good Scientific Practice (Belval)	Dr. Julia Verse										
July, 4 & 5	9.30-17.15	Good Scientific Practice (Kirchberg)	Dr. Julia Verse										
July, 8 & 9	8:45-17:30	Leadership skills for women	Dr. Monika Thiel										
July, 10, 16, 18 & 23	16.45-20.00	Grant proposal writing	M.Benjamin Questier										
July, 11 & 12	8:45-17:30	Conflict Management	Dr. Monika Thiel										
August, 1 & 2	9.30-17.15	Good Scientific Practice	Dr. Michael Gommel										

Registration and Contacts

- Course descriptions and registration: [Moodle](#)
- For external PhDs, please follow [this process](#) to get access to Moodle
- For further information, please contact the [Transferable Skills Team](#) or check the [website](#)

Presentation Skills

Details

Course Title	Presentation Skills
Course reference	DS-TS-70
Facilitator	Mr. Pierre Steffen
Dates	11, 25, 27 Feb // 01, 04, 06 March 2019
Time	9 am to 5 pm (except for 11.02.19 > introduction session, time set on Moodle)
Location	Belval Campus (room detail on Moodle)
Description	The participants are given a specific subject of interest to the University of Luxembourg to develop a presentation. Special focus is put on the research of the topic and the purposefulness of the presentation contents. During a series of individual and plenary sessions, the participants are coached in the delivery, content and research quality. The course enables the participants to become routiniers in delivering focused presentations to a variety of different audience expectations.
ECTS	2
In-person course workload (hrs)	35
Pre- and post-workload (hrs)	17
Topics covered	<p>Method: Students are clustered into groups between 7 students minimum and 10 students maximum.</p> <p>Two weeks prior the commencement each student fills an individual form reflecting his/her experience, weak and strong points, stress factors, etc. related to presenting and public speaking. This initial assessment is required by the coach to gain a first impression.</p> <p>In cooperation with the Transferable Skills team of the University of Luxembourg, coach selects a subject the individual student has to develop into a presentation.</p> <p>This presentation subject shall be selected outside the student's comfort zone to avoid copy-paste, and to simulate the real life in the industrial world. The subject shall be of general interest to the University of Luxembourg and to the students, in line with the University of Luxembourg research and studies mission.</p> <p>The coaching follows several phases with alternating individual and plenary interventions. During the coaching seminar the student will refine his/her presentation after each individual or plenary intervention, based on the feedback of the filmed deliveries. Likewise the student will have to study and analyse his/her video clips to improve the delivery and presenting acumen.</p> <p>Phase 0: Duration: Elapsed time 2 weeks, (pre-course work 17 hours).</p> <p>Coach initiates the course with a kick-off session 2 weeks before the course commencement to align the students to the process. Students deliver their self-assessment and experience log to the coach to enable a focused preparation. (2 hours).</p>

	<p>Coach allocates presentation subject to student during kick-off session @ UNI.LU. Student does the research and creates the VERSION 1 of the presentation, copy to the coach 3 days before the course commencement. (15 hours) Phase 1: Duration: 1.5 hours of individual coaching session plus 4 hours of rehearsal and deck rework. (4.5 hours) Student presents VERSION 1 to the coach during an individual- and filmed session. Structured feedback will be given. Student reworks the presentation and creates VERSION 2 taking the feedback into consideration. Students analyse their performance by using the filmed video clips and written feedback from coach. Phase 2: Duration 8 hours (one full day) plus 3.5 hours of rehearsal and deck rework. (11.5 hours) The group of 7-10 students engages in a plenary session during which each participant presents. The audience acts as observers, structured feedback will be given by the audience and by the coach and the video clips are analysed. Based on the combined feedback the participant reworks the presentation deck and rehearses the own delivery using the video clips. Phase 3: Duration 1.5 hours of individual coaching plus 3.0 hours of rehearsal and deck rework. (4.5 hours) student reworks the presentation into version 3 and presents this version to the coach in a filmed session. Structured feedback will be given. Student reworks presentation into version 4. Phase 4: Duration 8 hours (one full day) plus 3.5 hours of rehearsal and deck rework. (11.5 hours) The group of 7-10 students engages in a plenary session during which each participant presents. The audience acts as observers, structured feedback will be given by the audience and by the coach and the video clips are analysed. Based on the combined feedback the participant reworks the presentation deck and rehearses the own delivery using the video clips. Phase 5: Duration 2 hours Coach and student have one final session to review the learning and the student defines his/her individual objectives related to future presentations and speeches.</p>
<p>Course pre-work</p>	<p>Research of audience to identify the expectations of the audience and the alignment of the speaker's expectations. Research of the presentation topic in detail to become able to speak in a knowledgeable manner leaving a lasting positive impression.</p>
<p>Course post-work</p>	<p>The phase 5 definition of individual objectives related to the experienced presentation skills learning is aimed at giving the participants a guideline for subsequent presentations and speeches, and to develop their own presentation style.</p>

PhD Dissertation Writing Workshop

Details

Course Title	PhD Dissertation Writing Workshop
Course reference	DS-TS-69
Facilitator	Dr. Jennifer Skipp
Dates	February, 12 & 19 March, 05 & 19 April, 09
Time	16.30-19.30
Location	Belval Campus (room detail on Moodle)
Description	<p>This course is only for students in the third year onwards of doctoral study and in the writing process of their dissertation. The focus of this course will be on the frequent production and review of writing. This process will be facilitated by discussing the structure of certain sections of the thesis: methodology, literature review, results and analysis, for example, and establishing the criteria required of these sections in order to develop models that students can then apply to their own writing. Participants will be required to review, critique and discuss their own doctoral work and the work of others in order to identify specific weaknesses and discuss the means to address these issues. In addition, through giving and receiving peer-to-peer feedback in a supportive environment, this course intends to develop writer efficiency, accuracy and confidence. Through regularly reviewing and editing their existing work, participants will be encouraged to develop a clear authorial voice, enhance academic style and lexis, increase accuracy, and hone the rhetorical and linguistic conventions used in extended research writing. The sessions will address participants' specific needs as they arise.</p>
ECTS	1
In-person course workload (hrs)	15
Pre- and post-workload (hrs)	15 (10 working hours during the course and 5 hours after the course)
Topics covered	Participants can identify weaknesses in their work and effectively edit this work to increase the efficacy of their written communication. The participants have engaged with specific strategies and tools to improve their writing and there is evidence of these techniques in the final written assignment.
Course pre-work	find a sample methods chapter/section from a thesis and analyse it according to the questions on studies.
Work during the course	Regular review and editing/re-writing of own PhD dissertation work; peer review of other participants' work and provision of feedback.
Course post-work	Completion of PhD thesis abstract or one other sample from a thesis chapter – max. 1,500 words. Deadline : 9 May 2019.

Research article writing

Details

Course Title	Research article writing
Course reference	DS-TS-71
Facilitator	Dr. Katrien Deroey
Dates	Tuesdays : 26 February; 5, 12, 19, 26 March; 2, 9, 23 April; 7, 14, 21, 28 May; 4 June
Time	12h30-14h
Location	Belval Campus (room detail on Moodle)
Description	<p>The workshop will improve your insight into the structural, stylistic and rhetorical features of research articles as well as the writing and publication process. This is not a language course.</p> <p>You'll be asked to submit samples of your article writing before, during and after the course.</p> <p>To get the certificate (and ECTS), you need <u>to fully attend 10 out of the 13 sessions</u> and complete the coursework.</p> <p><u>26.02.2019: Starting and keeping writing</u> You'll develop insight into your writing process and how to optimize it.</p> <p><u>05.03.2019: Constructing clear sentences</u> We'll work on ways in which sentence length, structure and complexity can be adapted to improve the impact of your writing.</p> <p><u>12.03.2019: The Methods section</u> This session aims to raise your awareness of conventions within your field for writing the Methods section.</p> <p><u>19.03.2019: Getting published</u> We'll discuss how to identify appropriate target journals and increase your chances of getting published.</p> <p><u>26.03.2019: Abstracts and titles</u> This session focuses on creating effective abstracts and titles.</p> <p><u>02.04.2019: Constructing coherent paragraphs</u> You'll be introduced to the basic principles of organizing paragraphs to present information coherently.</p> <p><u>09.04.2019: The Introduction section</u> This session introduces you to a template for writing coherent and persuasive introductions.</p> <p><u>23.04.2019: Academic style principles</u> We'll critically review some common recommendations regarding academic style and confront these with examples of your own writing and sample articles in your field.</p> <p><u>07.05.2019: The Discussion and Conclusion</u> This session raises your awareness of how results can be discussed coherently and how your research outcomes can be highlighted and presented persuasively.</p> <p><u>14.05.2019: Reducing wordiness</u> We'll identify sources of wordiness and work on making your writing more compact.</p> <p><u>21.05.2019: Communicating with reviewers and editors</u></p>

	<p>This session raises your awareness of how you can communicate effectively with ‘gatekeepers’ when writing documents such as cover letters, email reminders to editors and replies to the reviewers.</p> <p><u>28.05.2019: Punctuation</u> We’ll focus on issues of punctuation that can affect clarity and readability.</p> <p><u>04.06.2019: Writing session</u> In this session, you’ll experience writing in a group setting that is free of distractions.</p>
ECTS	1
In-person course workload (hrs)	15
Pre- and post-workload (hrs)	10
Topics covered	<ul style="list-style-type: none"> • Being aware of the conventions of article writing in the field • Being able to make an academic text reader-friendly • Being able to structure research articles effectively • Having insight into how to optimize the writing and publication process • Being able to independently continue improving writing
Work during the course	Tasks related to some sessions; submission of samples of own writing.
Course post-work	A sample of own research article writing of c. 1000 words with a written reflection on how the course learning has informed the writing of this text.

Time & Priority Management

Details

Course Title	Time & Priority Management
Course reference	DS-TS-72
Facilitator	Dr. Stéphanie Hann
Dates	7 & 8 March 2019
Time	8.45-17.30
Location	Belval Campus (room detail on Moodle)
Description	<p>To write a PhD thesis is a project of long duration, the workload is high, as is the stress level. Along with the stress you often encounter self-doubts, exhaustion and experiences with procrastination which may get in the way and make things even less easy. If that sounds familiar it is time to discover time and project management skills and improve your self-management.</p> <p>During this course, we will look at how you manage your resources and your time. We will identify “time thieves”, blocks and challenges and you will acquire strategies, methods and tools for managing your time and yourself in a more efficient and satisfying way. We will work on topics like prioritization, planning and structuring. We will discuss common problems like procrastination and how to overcome them. To activate your resources we will work with “Zürcher Ressourcen Modell”. Last but not least, we will talk about the importance of finding the right tools for you and your challenges since not every tool fits everyone.</p>
ECTS	1
In-person course workload (hrs)	16 hours
Pre- and post-workload (hrs)	9 hours
Topics covered	<ol style="list-style-type: none"> 1. POMODORO Method 2. Eisenhower and ABCD Method 3. SMART Method 4. The art of dealing with ”time thieves” 5. The art of saying NO 6. Tips and tricks to overcome procrastination 7. Pareto Principle and how to deal with perfectionism
Course pre-work	Participants should reflect their challenges regarding their time and self management in their PhD project. Fill out the questionnaire.
Course post-work	Participants are asked to apply the strategies and methods from the course and write a 2 page self reflection about their time and self management before the course and what has changed after 4 weeks applying methods and strategies from the course.

Introduction to Entrepreneurship

Details

(content of the course and time can be changed)

Course Title	Introduction to Entrepreneurship
Course reference	DS-TS-73
Facilitator	University of Luxembourg Incubator
Dates	25 & 26 March 2019
Time	9.00-17.00 on 25.03, 9.00-18.00 on 26.03 (time can slightly change)
Location	Campus Belval, Incubator
Description	<p>Many researchers (doctoral candidates, post-doc ...) will make a switch to industry at some point in their career. Knowledge of business aspects such as marketing, intellectual property rights, finance and business models are essential to succeed, but in the academic arena in which researchers learn their scientific skills these subjects aren't often elaborated upon. The Introduction to Entrepreneurship is an interactive 16 hours course designed to test researchers' entrepreneurial appetite and jumpstart their entrepreneurial adventure. Whether researchers want to ignite their entrepreneurial spirit or get just enough flavor of entrepreneurship to flourish as entrepreneurs within any organization, they will learn the basic building blocks to excel.</p>
Topics covered	<p>With a wide breadth of knowledge about entrepreneurship, creativity, innovation and business essentials, the skills learned during this workshop are vital for the success of any business, both new ventures as well as in established companies. The goal of this two days course is to provide you guidance with an overarching framework:</p> <ul style="list-style-type: none"> • To be aware of entrepreneurship opportunities • To be able to professionalize your research projects • To be aware of how to develop an entrepreneurial project such as: <ul style="list-style-type: none"> • Identify an opportunity • Evaluate an idea • Assess the market • Strategize your venture growth development • Pinpoint and manage the critical risks • Build a financial model and discover the key financial information • Learn to pitch effectively
ECTS	1
In-person course workload (hrs)	17
Pre- and post-workload (hrs)	TBD
Course pre-work	self-assessment on entrepreneurship skills
Course post-work	build a financial model, finalize a slide deck / pitch

Data Visualization and statistical graphics with STATA

Details

Course Title	Data visualisation and statistical graphics with Stata
Course reference	DS-TS-74
Facilitator	Dr. Philippe Van Kerm
Dates & Time	26 March: 9h30 – 18h00 2 April: 14h00 – 18h00
Location	Belval Campus (room detail on Moodle)
Description	<p>Data visualization and statistical graphics are fundamental ways to convey information and communicate scientific results. Easy as it may seem, preparing clear, accurate and effective graphics requires skills and care.</p> <p>The objective of this course is, first, to introduce a number of basic principles for data visualisation and statistical graphics---learning from good and bad examples. Second, the course will show how to create complex graphics using the statistical software package Stata. Stata is a general-purpose software for statistical analysis, data management, and graphics. It is widely used among social and health scientists, but its flexibility for visualization and statistical graphics is often underestimated. We will see how to go beyond a limited ‘point-and-click’ practice and use simple programming concepts to create more sophisticated figures.</p> <p>The course will be most useful to (existing or prospective) Stata users, but the general principles and tips for data visualization and statistical graphics are relevant, irrespective of one’s preferred software environment.</p> <p>Applying concepts and tools covered in the course, participants will be challenged to prepare and present an original data visualization of their own.</p>
ECTS	1
In-person course workload (hrs)	12
Pre- and post-workload (hrs)	2+11
Topics covered	The course introduces participants to basic principles for data visualisation and statistical graphics and shows how to create complex graphics using the statistical software package Stata. Participants prepare and present an original data visualization of their own to the group.
Course pre-work	Participants should make themselves familiar with elementary Stata usage: opening and manipulating datasets, basic descriptive statistics, “do file” programming, using ‘local’ macros
Course post-work	Participants will find a dataset relevant to their research and will develop one original data visualization of their own, making sure they follow the principles discussed in the session and using some of the tools presented on the first day of the course. They will present a first draft of their work to the group on the second day and, on the basis of the comments received, will revise and finalize their artwork after the sessions.

Reduce your stress and develop more focus (Campus Kirchberg)

Details

Course Title	Reduce your stress and develop more focus
Course reference	DS-TS-75
Facilitator	Dr. Maurizio Cortesi
Date	1, 8 & 15 April 2019
Time	14.00-17.00
Location	Campus Kirchberg, (room detail on Moodle)
Description	<p>During the long years of PhD research, it is easy to lose track of our plans and schedules. A researcher's curiosity makes it extremely easy, and rewarding, to endlessly search for new information, knowledge, articles, even if unrelated to his main aims. While this is part of the research process, and provides fertile ground for pollination from other domains and disciplines, it can also be a signal of some issues with time and attention management.</p> <p>At the same time stress can be very intense during the PhD years. New challenges (deadlines, meetings, conferences, supervision, teaching activities, etc.) and the pressure to deliver the thesis in time and successfully, but also to think about career options and challenges, are among the main factors potentially generating stress.</p>
ECTS	1
In-person course workload (hrs)	12 (in class + in between session work*)
Pre- and post-workload (hrs)	4 + 8
Topics covered	<p>The goal of this experiential workshop is to explore the dynamics of attention (both focused and open) and discover practices aiming at developing it, as well as to investigate and familiarize with stress dynamics/impact, while at the same time exercising with some practices for stress reduction.</p> <ul style="list-style-type: none"> - Explore the importance of focus and concentration - Explore the dynamics of procrastination/distraction - Understand the dynamics of attention, focused and unfocused - Learn to recognize stress, and explore its mechanism and its impact - Discover and practice exercises for body and mind relaxation - Discover and practice exercises for focus, concentration, and memory <p>*Please note that in between sessions the participants will be invited to explore in their daily life at work and home (around 15 minutes per day). These home practices and explorations are to be considered an essential part of the program.</p>
Course pre-work	<p>Participants are asked to write a document considering the following questions:</p> <ul style="list-style-type: none"> • What is typically going on within me and around me when I'm more focused and efficient? • What helps me more to have an effective day at work?
Course post-work	<p>Write down a document reflecting on the following:</p> <ul style="list-style-type: none"> • Where do I see myself in 3/5 years from now? • How what I do today (and will do during these years) can help me get there?

Reduce your stress and develop more focus (Campus Belval)

Details

Course Title	Reduce your stress and develop more focus
Course reference	DS-TS-76
Facilitator	Dr. Maurizio Cortesi
Date	3, 10 & 17 April 2019
Time	14.00-17.00
Location	Belval Campus (room detail on Moodle)
Description	<p>During the long years of PhD research, it is easy to lose track of our plans and schedules. A researcher's curiosity makes it extremely easy, and rewarding, to endlessly search for new information, knowledge, articles, even if unrelated to his main aims. While this is part of the research process, and provides fertile ground for pollination from other domains and disciplines, it can also be a signal of some issues with time and attention management. At the same time stress can be very intense during the PhD years. New challenges (deadlines, meetings, conferences, supervision, teaching activities, etc.) and the pressure to deliver the thesis in time and successfully, but also to think about career options and challenges, are among the main factors potentially generating stress.</p>
ECTS	1
In-person course workload (hrs)	12 (in class + in between session work*)
Pre- and post-workload (hrs)	4 + 8
Topics covered	<p>The goal of this experiential workshop is to explore the dynamics of attention (both focused and open) and discover practices aiming at developing it, as well as to investigate and familiarize with stress dynamics/impact, while at the same time exercising with some practices for stress reduction.</p> <ul style="list-style-type: none"> - Explore the importance of focus and concentration - Explore the dynamics of procrastination/distraction - Understand the dynamics of attention, focused and unfocused - Learn to recognize stress, and explore its mechanism and its impact - Discover and practice exercises for body and mind relaxation - Discover and practice exercises for focus, concentration, and memory <p>*Please note that in between sessions the participants will be invited to explore in their daily life at work and home (around 15 minutes per day). These home practices and explorations are to be considered an essential part of the program.</p>
Course pre-work	<p>Participants are asked to write a document considering the following questions:</p> <ul style="list-style-type: none"> • What is typically going on within me and around me when I'm more focused and efficient? • What helps me more to have an effective day at work?
Course post-work	<p>Write down a document reflecting on the following:</p> <ul style="list-style-type: none"> • Where do I see myself in 3/5 years from now? • How what I do today (and will do during these years) can help me get there?

Public speaking skills

Details

Course Title	Public Speaking Skills
Course reference	DS-TS-77
Facilitator	Ms. Bénédicte Vanderreydt
Dates	4 & 5 April 2019 6 May 2019
Time	9h30 – 17 h 30: April 4 9h00 – 17h00 : April 5 8h30 – 17h00: May 6
Location	Belval Campus (room detail on Moodle)
Description	<p>PACC (Personal Awareness, Coherence and Charisma) prepares you for the perilous exercise of presenting and defending your thesis or any business/academic presentation. This course is for PhDs in their 3rd or 4th year preparing their thesis defense. Different techniques used by the actor will allow you to experience the art of speech in terms of non-verbal communication: Voice, articulation, breathing, pauses, gestures, intonation or rhythm.</p> <p>By getting out of your comfort zone, we will focus on how to manage stress, emotions, public presence and assertiveness with group and individual improvisation. Using staging techniques, your jury is simulated. The exercises will be recorded for learning purposes. Therefore you will learn new tools for preparation and how to train alone by viewing and debriefing ‘live’.</p> <p>The course is divided in two sessions: Two days and one month later, one day. We define personal actions plans and organize Skype sessions in between. The training will be 80% practical and will involve exercises on yoga mats so comfortable and casual clothing is recommended. Some of the activities throughout the training may be a little different to what you’re used to so please come with an open mind.</p>
ECTS	2
In-person course workload (hrs)	24
Pre- and post-workload (hrs)	26
Topics covered	<p>Deliver powerful presentations that are effective and remembered</p> <ul style="list-style-type: none"> • Tools for preparation: visualization Techniques, Sensory Memory and Relaxation • Clarify and construct the content (Core message/What-How-Why?) • Move people with clear intention – moment to moment • Work on external awareness/ internal awareness <p>Raise the awareness on non-verbal communication</p> <ul style="list-style-type: none"> • Develop an ‘emotional presence’ or Charisma in low and high power. • Control the breathing/Use of the diaphragm • Mastering the voice, expressiveness and body language. • Raise the active listening • Control the different postures and manage the space <p>Develop assertiveness</p> <ul style="list-style-type: none"> • Give and receive feedback in a constructive way • Bring Assertive messages without being aggressive • Choose deliberately how to act and respond to others, rather than reacting impulsively • Adapt your influencing style to different persons/parties • Use tools of synchronization/de-synchronization/Mirror Neurons.

Science Communication Skills

Details

Course Title	Science Communication Skills
Course reference	DS-TS-78
Facilitator	Collective of different trainers within DESCOM project (Doctoral Education in Science Communication)
Dates	11 & 12 April // 1,5 day in June/July (To be determined)
Time	9h-18h for 11 & 12 April (To be determined for the dates in June/July)
Location	Belval Campus (room detail on Moodle)
Description	<p>How should science demonstrate its sometimes hidden sex appeal? How can science become an even more relevant source of information for important decisions taken by politicians and society? In short: How do scientists communicate the right way?</p> <p>If you love science and you want to get people excited about it, participate in this science communication course held by biologist and long-time science journalist Dirk Hans and several others. Spread over two 2-day block courses, this introductory course will not only give you an understanding of basic concepts of science communication. You will also get to know the organizational structures involved as well as essential communication tools like press releases, social media and video productions. Furthermore, you will practice selected tools of communication during the course and via assignments between the two block courses. Successful completion of the course will be based on the quality of completed assignments as well as regular attendance of the course.</p> <p>The course is one part of the DESCOM project (Doctoral Education in Science Communication) which provides education in science communication to young scientists in order to sustainably foster the dialogue between researchers and the greater public or other stakeholders.</p> <p>After successful completion of the course, interested participants will also be entitled to participate in a science communication internship.</p> <p>For further information on the course or the internships please contact Nicole Paschek.</p>
ECTS	2
In-person course workload (hrs)	30
Pre- and post-workload (hrs)	20
Topics covered	<p>Understanding of basic concepts of science communication, knowledge of essential communication tools and organizational structures</p> <p>Seminar incl. practices about:</p> <p><u>Environment of science communication and general concepts</u></p> <ul style="list-style-type: none"> - Overall situation of science - Communication science - Stakeholders of science - Goals of science communication

	<p><u>Structures and organization of science communication</u></p> <ul style="list-style-type: none"> - Institutional communication - The communicators - Brand development <p><u>Tools of science communication</u></p> <ul style="list-style-type: none"> - Web - Social Media - Print - AV-Media - Events - Personal Communication <p>Practices: Beside writing press releases, drafting video scripts and presenting your science in front of a camera, you will analyze stakeholders, threads and opportunities for science institutions and allocate limited communication budgets. Even the question of 'hire and fire' will be part of one of the numerous practical exercises.</p> <p>Assignments: Individually designed assignments will be prepared in between the two block courses.</p>
Course pre-work	N/A
Course post-work	Participants are asked to complete several assignments after the first block course until the start of the second block course. Individual feedback will be given on this work.

Introduction: Developing Writing and Reading Skills at Doctorate Level

Details

Course Title	Introduction: Developing Writing and Reading Skills at Doctorate Level
Course reference	DS-TS-79
Facilitator	Dr. Desmond Thomas
Dates	29 April & 02 May 2019
Time	from 9:00 to 16:30
Location	Belval Campus (room detail on Moodle)
Description	<p>The main aim of this course is to <u>help you develop effective strategies for planning your doctoral thesis</u>. It has been specially designed for all those who are beginning their doctoral studies and who feel they would benefit from some targeted support in the difficult task of planning the journey ahead.</p> <p>The seven areas that will be covered include:</p> <ul style="list-style-type: none"> • Breaking down and developing your topic • Generating research questions • Managing your reading • Producing literature reviews • Developing key concepts • Structuring your thesis • Supporting your work through oral presentations <p>The course is interactive and you will be asked to carry out a series of reflective tasks working together in small groups. You will also have the opportunity to take part <u>in a follow-up webinar</u> to discuss your progress and any issues that have arisen from the post-course assignment.</p>
ECTS	1
In-person course workload (hrs)	14
Pre- and post-workload (hrs)	12
Topics covered	<p>The principal outcomes of this course:</p> <ul style="list-style-type: none"> • The production of a written research rationale, first draft table of contents and abstract • The development of effective strategies for identifying and selecting important reading texts, critical reading and analytical note-taking • The development of effective strategies for producing various types of literature review • The exploration and definition of the key concepts underlying individual research projects • The development of effective skills and strategies for ‘research in progress’ oral presentations
Course pre-work (not mandatory)	You will be asked to complete <u>two</u> pre-course questionnaires. The first will provide an outline of your topic area, the reasons for your choice, your proposed research questions (if known) and the data collection methods that you intend to use. The second will focus on areas that concern you at this stage.
Course post-work (mandatory)	You will be invited to submit an updated research rationale together with a first draft thesis table of contents and abstract.

Advanced: Developing Writing Skills at Doctorate Level

Details

Course Title	Advanced: Developing Writing Skills at Doctorate Level
Course reference	DS-TS-80
Facilitator	Dr. Desmond Thomas
Dates	30 April & 03 May 2019
Time	from 9:00 to 16:30
Location	Belval Campus (room detail on Moodle)
Description	<p>The main aim of this course is to <u>help you develop the skills and strategies that you will need to produce a good quality thesis text</u>. You will find the course particularly useful if you are already engaged in first draft chapter writing and would benefit from practical advice on how to make improvements to your text.</p> <p>We will consider different aspects of first draft thesis writing as well as how to approach the task of editing and completing a text. The seven areas that will be covered include:</p> <ul style="list-style-type: none"> • How to develop productive routines for chapter writing • How to write clearly and coherently • Developing a suitable academic style • Producing early drafts of chapters • Sustaining motivation and overcoming writer's block • Reporting and analysing your findings • Editing your work <p>The course is interactive and you will be asked to carry out a series of reflective tasks working together in small groups. You will also have the opportunity to take part <u>in a follow-up webinar</u> to discuss your progress and any issues that have arisen from the post-course assignment.</p>
ECTS	1
In-person course workload (hrs)	14
Pre- and post-workload (hrs)	12
Topics covered	<ul style="list-style-type: none"> - The development of effective writing routines - A clear understanding of how to achieve clarity at sentence level, coherence at paragraph and chapter level, and overall coherence throughout the entire text - A heightened sensitivity to academic style requirements and the ability to achieve a suitable balance between clarity, coherence and style - The development of strategies that help with the self-monitoring of written text and effective responses to written and oral feedback - The development of an effective approach towards reporting and analyzing data - A heightened consideration of the psychological demands of producing and defending a successful thesis
Course pre-work (not mandatory)	You will be asked to reflect on and to complete a pre-course self-evaluation questionnaire. This will provide you with the opportunity to assess in some detail your current progress, comparing the points that you have reached with points that you intend to reach in the near future.
Course post-work (mandatory)	A first draft chapter (either complete or incomplete) accompanied by a detailed self-evaluation of your writing that will be carried out using a designated framework. The aim is to encourage reflection on your writing so that you can compare your thoughts with the feedback provided by other readers.

Good Scientific Practice

Details

Course Title	Good Scientific Practice
Course reference	DS-TS-81
Facilitator	Dr. Michael Gommel
Dates	13 & 14 May 2019
Time	9.30-17.15
Location	Belval Campus (room detail on Moodle)
Description	<p>Aims of the workshop “Good Scientific Practice – Protecting Scientific Integrity” are to know and understand the basic rules and values of the responsible conduct of research and to recognize questionable scientific practice and misconduct. The participants will learn to develop solutions for difficult situations in the process of science and learn how to act appropriately. They are encouraged to speak about mistakes and problems and protect their own scientific work.</p> <p>The content of the course follows the curriculum “Good scientific practice” which was commissioned by and developed in cooperation with the German Research Ombudsman and includes international regulations on the topic like the Singapore Statement and the European Code of Conduct for Research Integrity.</p>
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	12
Topics covered	<ul style="list-style-type: none"> • Definitions of good scientific practice and scientific misconduct • Degrees and extent of scientific misconduct • Examples for responsible and irresponsible conduct of research • Data management • Authorship and the process of publication • Mentoring • Conflicts of interest • Conflict management, how to deal with scientific misconduct • Local and international regulations
Course pre-work	The participants are asked to read a short case study and answer a few questions in writing.
Course post-work	The participants are asked to carefully study the regulations we used in the workshop. They are asked to discuss issues on good scientific practice topics, mainly on data management and on authorship, with their colleagues and their supervisors in order to protect their personal scientific integrity and propagate the idea of good scientific practice.

Conference Skills

Details

Course Title	Conference Skills
Course reference	DS-TS-82
Facilitator	Dr. Katrien Deroey
Dates	May 16 & 23, June 6
Time	09.45-17.00
Location	Belval Campus (room detail on Moodle)
Description	<p>This interactive course will help you make the most of conferences by (1) allowing you to hone your presentation skills; and (2) facilitating the efficient and effective preparation of presentations.</p> <p>Your presentations will be videotaped for you to analyse. In class you will also receive informed feedback from other participants and the teacher.</p>
ECTS	1
In-person course workload (hrs)	18
Pre- and post-workload (hrs)	9
Topics covered	<p>By the end of the course, you will:</p> <ul style="list-style-type: none"> - understand what makes for effective conference abstracts and presentation titles; - know how to prepare conference presentations efficiently and effectively; - realise what makes you nervous when presenting and how you can manage nerves; - have insight into how to adapt your language to give clear and engaging presentations; - be aware of the strengths and weaknesses of your presentations and conference preparation; - be able to structure your presentations effectively; - be aware of how your non-verbal behaviour contributes to the impact of your presentations; - realize how voice use, pacing and pausing affect communicative success; - understand what makes for effective slides and realize to what extent your slides are effective; - be able to distinguish different types of questions you can get after presentations and know strategies to deal with these; and - have the understanding, knowledge and tools to evaluate and continue improving your presentations and become a more confident presenter.
Course pre-work (3 hours)	<ul style="list-style-type: none"> - online survey regarding presentation experience - preparation of a two-minute presentation with slides about your research - selecting a research article and slides for class activities
Work during course (5 hours)	<ul style="list-style-type: none"> • preparing a ten-minute presentation with slides on your research; • analysing non-verbal communication of own two-minute presentation; • redesigning own existing slides
Course post-work (1 hour)	written reflection on assessed presentation using reflection framework and your presentation film

Preparing an effective research poster

Details

Course Title	Preparing an effective research poster
Course reference	DS-TS-83
Facilitator	Dr. Malou Fraiture
Dates	17 May
Time	9h-13h
Location	Belval Campus (room detail on Moodle)
Description	At scientific conferences, posters are important vehicles for communicating your research and make contacts. Many meetings include big poster sessions with hundreds of posters displayed. How can your poster stand out? This workshop will provide you with guidelines on how to design an appealing and informative poster. The session will mainly focus on poster content and layout and will also give some tips on how to present it to the viewers. Examples of posters will be discussed together to identify possible improvements.
ECTS	N/A
In-person course workload (hrs)	3H
Pre- and post-workload (hrs)	N/A
Topics covered	<ul style="list-style-type: none"> • History and aim of research posters • Research poster design and content • Research poster presentation • Exercises based on posters examples: critical analysis of strong and weak points, optimization of design and content, identification of take-home message

Building skills for Wellbeing

Details

Course Title	Building skills for Wellbeing
Course reference	DS-TS-84
Facilitator	Dr. Maurizio Cortesi
Dates	22, 29 May // 05 & 12 June
Time	13.30-16.30
Location	Belval Campus (room detail on Moodle)
Description	<p>Sometimes there is a lot that accumulates in our days and lives, and at times it might even be overwhelming. We are often running from one thing to the next, without taking enough time to stop, rest, and nourish our bodies and minds.</p> <p>It is essential that we take care of our wellbeing, if we wish to have a clear and open mind, and to focus with more clarity and intention both on our professional and personal development, both on our individual objectives and on relating and supporting others around us.</p> <p>This program will invite an investigation of competences and attitudes that are important in fostering resilience and wellbeing. Ancient traditions, and many recent scientific studies (in neuroscience and psychology especially) point to these resources as essentials, and among them we can point to: connection, motivation, intention and purpose, creativity, gratitude, empathy, compassion. We will invite practices to explore and nourish these skills and attitudes, both during the weekly sessions and in between sessions, with invitations to daily exploration at home and in the workplace.</p> <p><u>N.B.: This new program builds on the course: Reducing your stress and focus more. It is not essential to have participated to that course to enroll in this one, however it is recommended.</u></p>
ECTS	1
In-person course workload (hrs)	12
In-between course workload (hrs)	12
In between-sessions-work	Participants will be invited to work in between sessions, via practices and explorations at home and in the workplace. This invitation to daily exploration is an essential part of the program and will require around 15 minutes per day.

Project Management for Research

Details

Course Title	Project Management for Research
Course reference	DS-TS-85
Facilitator	Dr. Maurizio Cortesi
Dates	June 3 & 4
Time	9:30 - 16:30
Location	Belval Campus (room detail on Moodle)
Description	We will discuss how to maximize research projects successful management and completion, with a specific focus on candidates' PhD thesis. Due to the project duration (at least 3 years) and to the uncertainty inherent in any research activity, a PhD can be a very complex and challenging endeavor. From project definition to planning the development of the research; from defining research questions to keeping focus and motivation; from scheduling activities and tasks to managing risk and dealing with setbacks; from meeting deadlines and milestones to controlling and reviewing plans; from managing the relationship with the supervisor(s) to networking activities and conferences participation.
ECTS	1
In-person course workload (hrs)	14
Pre- and post-workload (hrs)	8
Topics covered	<ul style="list-style-type: none"> - Define the core characteristics of a project - Identify the challenges involved in making a project successful - Motivation and focus (some techniques) - Define objectives and deliverables and recognize the importance of thinking creatively - Develop a robust project methodology - Use a work breakdown structure to define the phases, activities and tasks - Develop a network diagram showing how the tasks interrelate and the inter- dependencies - Develop a critical path schedule considering milestones and contingencies - Use time effectively - Use (on-line) tools for project management and time management - Identify and gauge the resources required - and risks involved - Create appropriate communications for key stakeholders including their supervisor(s) - Deal with problems and setbacks in a positive way - Get to a closure - Reporting and thesis writing - Recognize the need for open-mindedness and the willingness to collaborate with others
Course pre-work	<p>Participants are asked to write a document considering the following questions:</p> <ul style="list-style-type: none"> • which are the main activities I need to carry on for my project to succeed? • which are the main challenges I face in my project?

	<ul style="list-style-type: none">• which are my aims in doing a PhD?• where do I see myself at the end of my PhD?
Course post-work	<ul style="list-style-type: none">• Write down a schedule for the 2 weeks after the course (using the table provided during the course).• Keep track of the tasks that are being dealt with and those that are not completed.• Check regularly your schedule and for activities/task that are not completed give a reason, discuss the impact on the rest of the schedule, and find corrective measures when required.• Reflect on your concentration or tendency to procrastinate, and see if your priorities are more driven by external requests or more self-motivated and self-defined.

Manage your bibliography and citations

Details

Course Title	Manage you bibliography and citations
Course reference	DS-TS-86
Facilitator	Mr. Simon Audigier and Dr. Robert Reuter
Date	07 June 2019
Time	14.00-17.00
Location	Belval Campus (room detail on Moodle)
Description	<p>Reference management with Zotero and Mendeley are used:</p> <ul style="list-style-type: none"> - To collect and save interesting bibliographic references is always time consuming. - To cite in the correct style is complex and detailed. <p>Bibliographic managers make organizing, storing and citing references easier.</p> <p>Zotero and Mendeley are two of the best reference management tools and they are free.</p> <p>These tools will enable you to:</p> <ul style="list-style-type: none"> - Collect your references from databases, websites, catalogues... - Organize them by folders and tags - Annotate your citations - Cite in the correct style directly in your document - Share your references with fellow researchers
ECTS	1
In-person course workload (hours)	3
Post-course work (online tutorial, mandatory)	22
Topics covered	<p>Participants are aware of the basic use of Zotero and Mendeley:</p> <ul style="list-style-type: none"> • Create a library • Organize references • Cite in different styles • Create a group and share a library
Post-course work (can be changed)	<p>Participants have to follow the online training tutorial (Moodle) in order to collect the ECTS granted for this course. A final assignment / presentation will be given to evaluate the work done and the knowledge acquired.</p>

Getting Started in Teaching

Details

Course Title	Getting Started in Teaching	
Course reference	DS-TS-87	
Facilitator	Dr. Sue Dunn	
Dates & Time	Group 1: 19 June : 14:00-17:30 20 June : 08:45-12:15	Group 2: 20 June : 14:00-17:30 21 June : 08:45-12:15
Location	Belval Campus (room detail on Moodle)	
Description	<p>Are you a doctoral student doing some teaching for the first time? This two interactive workshops are designed to help develop your understanding of teaching and learning in order to become a more effective teacher. We will draw on your current experiences of teaching, introduce some current pedagogic theories and consider how to best plan and deliver teaching sessions in your subject area. We then move on to look at some strategies for classroom activities and explore challenges that may arise.</p> <p>The sessions will provide participants with the opportunity to share their experiences of teaching and develop good practice supported by the workshop leader.</p>	
ECTS	1	
In-person course workload (hrs)	16	
Pre- and post-workload (hrs)	8	
Topics covered	<ul style="list-style-type: none"> • Distinguish between teaching and learning • Outline some theories about learning and describe some factors that need to be considered when planning a teaching session • Employ teaching strategies underpinned by established good pedagogic practice. • Develop activities to encourage active learning • Devise some strategies helpful for students with diverse needs, expectations and experience of learning & study 	
Pre & Post course work	To be determined	

Managing your relationship with your thesis director course

Details

Course Title	Managing your relationship with your thesis director course
Course reference	DS-TS-88
Facilitator	Dr. Kate Exley
Dates	June, 24 & 25
Time	June 24 : 9h30 - 17h June 25 : 9h - 13h
Location	Belval Campus (room detail on Moodle)
Description	<p>Completing a Doctorate is a demanding, challenging experience and the role a Supervisor plays in supporting, and guiding the process is vitally important. The supervision relationship is therefore one of the most important in a Doctoral Candidate's life.</p> <p>The aim of this workshop is to ensure that Candidates do all that they can to ensure the supervisory relationship is both positive and productive.</p> <p>During the session, participants will consider the roles and responsibilities of both supervisor and candidate from the beginning to the completion of the Doctoral Programme. A range of successful ways of working together will be discussed and a set of potentially difficult supervisory situations will be identified so that Candidates can avoid or respond effectively to them.</p> <p>The individual working styles, approaches and motivations of Candidates and Supervisors will be analysed so that good communications can be developed and effective support provided. Practical advice will be provided on ways of working effectively with your supervisor to get the most out of your meetings, to get useful feedback on your progress and the quality of your work and to meet research challenges together.</p>
ECTS	1
In-person course workload (hrs)	12
Pre- and post-workload (hrs)	12
Topics covered	<ul style="list-style-type: none"> • Review the requirements of the modern European Doctorate • Consider supervisory expectations and identify possible expectation gaps • Discuss the ways in which supervisory relationships change during the Doctorate • Recognize how to get the most out of supervisory meetings and feedback • Identify ways to make yourself easy to help and ensure effective

	<p>communication</p> <ul style="list-style-type: none">• Consider how to manage challenging situations and build positive supervisory relationships• Reflect on your own strengths and weaknesses relating to Emotional Intelligence
Course pre-work	<p>In preparation for the workshop you are asked to undertake two pieces of pre-work</p> <p>Read key documents on Doctoral standards and reflect on the expectations of the degree</p>
Course post-work	<p>TBD</p>

Leadership Skills

Details

Course Title	Leadership Skills
Course reference	DS-TS-89
Facilitator	Dr. Philipp Gramlich
Dates	June 24 & 25
Time	9-17h
Location	Belval Campus (room detail on Moodle)
Outline	Leadership has undergone changes- in parallel with changes to our work environments. Flatter hierarchies, project work in a matrix structure and more rapid changes of assignments, locations and colleagues are but some of the new challenges we all face. Interpersonal skills become ever more important when leading a team or a project: for motivation, conflict resolution or work delegation.
Description	<p>Depending on the wishes of the group, different aspects of this wide and highly important skill set will be emphasised. Examples for topics that are often requested:</p> <ul style="list-style-type: none"> - Hire for quality! How to get the best team and not just clones of yourself. - Leading a diverse team: age, gender, cultural background... We're all individuals and so are our teams. Can we find a leadership style that fits them all and is this even desirable? - Conflict management <ul style="list-style-type: none"> o Prevent conflicts by your lab set-up: communication and practicalities o Deescalate and resolve conflicts by mediation and through fair negotiations o Escalate professionally if necessary - Effective meetings and one-on-ones - Targets as leadership instrument
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	6
Topics covered	<ul style="list-style-type: none"> - Situative leadership - Conflict management - Staff selection - Feedback & meetings - Setting targets
Course pre-work	Fill in questionnaire with reflective questions
Course post-work	Booklet is handed out during course, which contains further reading and exercises.

Effective Visual Communication

Details

Course Title	Effective Visual Communication
Course reference	DS-TS-90
Facilitator	Dr. Jernej Zupanc
Dates	June 27 & 28
Time	9h – 17h
Location	Belval Campus (room detail on Moodle)
Description	<p>You will understand the visual communication fundamentals and how to apply them to all types of scientific presentation. It's a way of thinking that will help you make your research ideas and results more easily understood.</p> <p>We will address all aspects of science communication that can be presented visually through diagrams, schemes, data visualizations, journal papers, project proposals, conference posters, and slides.</p> <p>It's a comprehensive workshop that will cover:</p> <ul style="list-style-type: none"> • Communicating with scientific vs non-scientific audiences • Visual perception and what we find intuitive • Colors: how to amplify, not 'fancify' • Visual organization: how to structure information to simplify comprehension • Eye-flow: effortlessly guide the audience through the design • Typography: how to create legibility, structure and aesthetics • Visual consistency: how to make multiple figures follow the same style • Conference posters: strategy for creating posters that attract and explain • Slides that don't distract and amplify your messages when presenting • Data visualizations: true, clear, and good looking presentation of data • Project proposals: structure and visually enhance to help the evaluator • Digital image file-types: the best use of vector and raster images <p>More about the workshop: www.seyens.com/workshops</p>
Format	<ul style="list-style-type: none"> • Lectures and discussions: theory and examples • Exercise: you will draw/sketch a graphical abstract of your own research • Group work: you will get feedback on your graphical abstract from your peers • Feedback on your materials: ahead of the workshop, you will submit your slides, posters, journal papers and I prepare a selection of visuals. You will get suggestions on how to improve them from presenter and peers.
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	10
Topics covered	<ul style="list-style-type: none"> • Visual communication principles that underlie all scientific communication and help make complex research ideas and results easier to understand.

	<p>Including knowledge on visual perception, visual organization, colors, eye-flow, typography.</p> <ul style="list-style-type: none"> • Draw a graphical abstract that visually presents your research. Use visual communication terminology to give and receive feedback from peer scientists. • Apply the visual communication principles to different types of scientific presentation: conference posters, slides, project proposals, data visualizations. • Give and receive feedback on posters, slides, data visualizations and figures prepared by you and peer scientists. • Design a graphical abstract of research idea or result on a computer using graphic editing software.
Course pre-work	<p>Before the workshop, you will submit your slides, posters, journal papers and I will prepare a selection of your visuals to discuss during the workshop. This is to provide you with most relevant visual materials and to enable suggestions on how to improve them from trainer and peer scientists.</p>
Course post-work	<p>After the workshop, you will take the sketch of your research, that you will have hand-drawn during the workshop, and design a it on a computer using graphic editing software.</p>

Good Scientific Practice (Belval)

Details

Course Title	Good Scientific Practice
Course reference	DS-TS-91
Facilitator	Dr. Julia Verse
Dates	01 & 02 July 2019
Time	9.30-17.15
Location	Belval Campus (room detail on Moodle)
Description	<p>Aims of the workshop “Good Scientific Practice – Protecting Scientific Integrity” are to know and understand the basic rules and values of the responsible conduct of research and to recognize questionable scientific practice and misconduct. The participants will learn to develop solutions for difficult situations in the process of science and learn how to act appropriately. They are encouraged to speak about mistakes and problems and protect their own scientific work.</p> <p>The content of the course follows the curriculum “Good scientific practice” which was commissioned by and developed in cooperation with the German Research Ombudsman and includes international regulations on the topic like the Singapore Statement and the European Code of Conduct for Research Integrity.</p>
ECTS	1
In-person course workload (hrs)	14
Pre- and post-workload (hrs)	12
Topics covered	<ul style="list-style-type: none"> • Definitions of good scientific practice and scientific misconduct • Degrees and extent of scientific misconduct • Examples for responsible and irresponsible conduct of research • Data management • Authorship and the process of publication • Mentoring • Conflicts of interest • Conflict management, how to deal with scientific misconduct • Local and international regulations
Course pre-work	The participants are asked to read a short case study and answer a few questions in writing.
Course post-work	The participants are asked to carefully study the regulations we used in the workshop. They are asked to discuss issues on good scientific practice topics, mainly on data management and on authorship, with their colleagues and their supervisors in order to protect their personal scientific integrity and propagate the idea of good scientific practice.

Good Scientific Practice (Kirchberg)

Details

Course Title	Good Scientific Practice
Course reference	DS-TS-92
Facilitator	Dr. Julia Verse
Dates	04 & 05 July 2019
Time	9.30-17.15
Location	Kirchberg Campus (room detail on Moodle)
Description	<p>Aims of the workshop “Good Scientific Practice – Protecting Scientific Integrity” are to know and understand the basic rules and values of the responsible conduct of research and to recognize questionable scientific practice and misconduct. The participants will learn to develop solutions for difficult situations in the process of science and learn how to act appropriately. They are encouraged to speak about mistakes and problems and protect their own scientific work.</p> <p>The content of the course follows the curriculum “Good scientific practice” which was commissioned by and developed in cooperation with the German Research Ombudsman and includes international regulations on the topic like the Singapore Statement and the European Code of Conduct for Research Integrity.</p>
ECTS	1
In-person course workload (hrs)	14
Pre- and post-workload (hrs)	12
Topics covered	<ul style="list-style-type: none"> • Definitions of good scientific practice and scientific misconduct • Degrees and extent of scientific misconduct • Examples for responsible and irresponsible conduct of research • Data management • Authorship and the process of publication • Mentoring • Conflicts of interest • Conflict management, how to deal with scientific misconduct • Local and international regulations
Course pre-work	The participants are asked to read a short case study and answer a few questions in writing.
Course post-work	The participants are asked to carefully study the regulations we used in the workshop. They are asked to discuss issues on good scientific practice topics, mainly on data management and on authorship, with their colleagues and their supervisors in order to protect their personal scientific integrity and propagate the idea of good scientific practice.

Leadership skills for women

Details

Course Title	Leadership skills for women
Course reference	DS-TS-93
Facilitator	Dr. Monika Thiel
Dates	8 & July 2019
Time	8:45-17:30
Location	Campus Belval (room detail on Moodle)
Description	<p>How to lead and motivate a team and plan efficiently</p> <p>Did you know that your leadership style and the quality of team communication have a huge impact on motivation and performance? That team dynamics can either become an obstacle or lead to a success story. Performance and results depend on the quality of teamwork, on established communication and cooperation structures and on effective task management. And last but not least on your confidence (!) and ability to integrate and get every team member aboard. If you want to enhance your leadership and self-management skills and at the same time have fun with group exercises and role-playing games, this workshop is for you!</p> <p>You will reflect on your own role and strengths and learn how to implement effective tools right from the beginning in order to save you from common pitfalls. The workshop provides you with basic aspects of team roles, phases, useful meeting structures and task management elements. Here you will explore powerful communication tools such as the art of listening, creative problem solving and implementing a constructive feedback culture. Furthermore we will discuss elements of motivating leadership and how to build trust and encourage teams towards the realization of goals.</p> <p>These new-found leadership skills will help you motivate and inspire a team, leverage teamwork i.e., initiate and maintain a positive team spirit and successful collaboration.</p> <p>Methods</p> <p>Trainer input, demonstrations, exercises, role-playing games, group discussions, video clip examples, feedback, etc. Each Participant is encouraged to explore his/her style and thus expand their individual set of leadership, teamwork and communication skills.</p>
ECTS	1
In-person course workload (hrs)	18
Pre- and post-workload (hrs)	8

Topics covered	<ul style="list-style-type: none"> ▪ Team development stages and team management (Teamwork clock, team triangle) ▪ Team roles ▪ Elements of high performance teams ▪ Transformational leadership ▪ Meeting culture ▪ Planning and prioritizing own and the team’s tasks (Kanban method) ▪ Leading yourself (self-awareness, enhance confidence, strength orientation, work-life balance) ▪ Dealing with emotions (own and others’) and leading by example ▪ Unify diverse teams, integrate different personalities and interests (Riemann types) ▪ Creative problem solving tools ▪ Motivate and inspire by finding attractive goals, making accomplishments visible, encouraging and challenging with feedback ▪ Building trust through listening and empathy
Course pre-work	Participants are asked to read Yukl GA (2010) Leadership in Organizations. 7th ed. Pearson Education, Prentice Hall: Chapter 11: “Leadership in Teams and Decision Groups” pages: 332-364.
Course post-work	Participants are asked to write a 1-2-page reflection on their learnings

Grant Proposal Writing

Details

Course Title	Grant Proposal Writing
Course reference	DS-TS-94
Facilitator	Mr. Benjamin Questier
Dates	10, 16, 18 & 23 July
Time	16:45 – 20:00
Location	Belval Campus (room detail on Moodle)
Description	<p>How to write a competitive grant proposal</p> <p>Theory and operational details on how to go from your research and ideas towards a grant proposal that responds to the actual questions and requests of funding agencies.</p>
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	8
Topics covered	<ul style="list-style-type: none"> • How to write a competitive grant proposal • Philosophy and experience on effective grant writing
Course pre-work	<p>Prepare a few slides:</p> <ol style="list-style-type: none"> 1. Who am I - what am I working on 2. Recent highlight in my field 3. Next big breakthrough to expect in my field 4. According to you what is a successful and unsuccessful proposal – give precise examples/details?
<p>In-between sessions work</p> <p>Not exhaustive nor 100% fixed</p>	<p>Several homework sessions will be required to prepare interventions in next classes:</p> <ol style="list-style-type: none"> 1. Participants will have to list previous attempts and why they believe they were successful/unsuccessful as well as a list of funding agencies/organizations of interest. 2. prepare proposal argumentation and synthesize in bullet point at home 3. prepare 6 min presentations + 2 Q&A

Conflict Management

Details

Course Title	Conflict Management From Confrontation to Collaboration
Course reference	DS-TS-95
Facilitator	Dr. Monika Thiel
Dates	11 & 12 July 2019
Time	8:45-17:30
Location	Campus Belval (room detail on Moodle)
Description	<p>Do you want to enhance your conflict resolution competency, explore effective self-management strategies and practice dialogue facilitation tools? If so, this workshop is for you!</p> <p>Different personalities, goals or strategy preferences, different communication styles or behavior can lead to misunderstanding and conflict, to name just a few. More often than not, the results are time-consuming and destructive. Over time, motivation and performance levels of those involved may drop and gradually the situation becomes more difficult to resolve by reaching an understanding or consensus. This scenario does not have to be inevitable at all!</p> <p>This workshop introduces you to key competencies for successful dialogue facilitation and conflict resolution. Using analysis, self-management and communication tools learned here you can turn each confrontation into a constructive process.</p> <p>Discussion points are:</p> <ul style="list-style-type: none"> ◆ Conflict dynamics (Glasl) ◆ Competitive vs. co-operative behavior in negotiation ◆ Clashing personality types (Riemann), gender- and culture-related issues ◆ Identifying with conflict partner ◆ Conflict analysis tools (Thomas & Kilmann, Schwarz) ◆ Harvard Negotiation Project ◆ Listening, giving feedback and asking questions in a solution-oriented manner ◆ Short- and long-term self-management ◆ Dealing with “difficult people” and attacks, saying “No” successfully ◆ Conflict moderation roadmap <p>Methods</p> <p>Trainer input, demonstrations, exercises, role-playing games, group discussions, video clips, individual feedback and group discussions.</p> <p>Note: Participants are encouraged to bring their own cases for case work and group feedback.</p>
ECTS	1
In-person course workload (hrs)	18

Pre- and post-workload (hrs)	4 + 3
Topics covered	<ul style="list-style-type: none"> ◆ Conflict dynamics (Glasl) ◆ Competitive vs. co-operative behavior in negotiation ◆ Clashing personality types (Riemann), culture-related issues ◆ Identifying with conflict partner ◆ Conflict analysis tools (Thomas & Kilmann, Schwarz) ◆ Harvard Negotiation Project ◆ Listening, giving feedback and asking questions in a solution-oriented manner ◆ Short- and long-term self-management ◆ Dealing with “difficult people” and attacks, saying “No” successfully ◆ Conflict moderation roadmap
Course pre-work	Participants are asked to read the book <i>Crucial Confrontations</i> (2005) Patterson K, Grenny J, McMillan R, Switzler A (2005) <i>Crucial Confrontations. Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior</i> . McGraw-Hill, New York. And fill out the questionnaire (available on Moodle) and bring it to the course.
Course post-work	Review handout and photo minutes, write a self reflexion paper (one-pager) focussing on learnings and selecting two tools to be practiced

Good Scientific Practice

Details

Course Title	Good Scientific Practice
Course reference	DS-TS-96
Facilitator	Dr. Michael Gommel
Dates	1 & 2 August 2019
Time	9.30-17.15
Location	Belval Campus (room detail on Moodle)
Description	<p>Aims of the workshop “Good Scientific Practice – Protecting Scientific Integrity” are to know and understand the basic rules and values of the responsible conduct of research and to recognize questionable scientific practice and misconduct. The participants will learn to develop solutions for difficult situations in the process of science and learn how to act appropriately. They are encouraged to speak about mistakes and problems and protect their own scientific work.</p> <p>The content of the course follows the curriculum “Good scientific practice” which was commissioned by and developed in cooperation with the German Research Ombudsman and includes international regulations on the topic like the Singapore Statement and the European Code of Conduct for Research Integrity.</p>
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	12
Topics covered	<ul style="list-style-type: none"> • Definitions of good scientific practice and scientific misconduct • Degrees and extent of scientific misconduct • Examples for responsible and irresponsible conduct of research • Data management • Authorship and the process of publication • Mentoring • Conflicts of interest • Conflict management, how to deal with scientific misconduct • Local and international regulations
Course pre-work	The participants are asked to read a short case study and answer a few questions in writing.
Course post-work	The participants are asked to carefully study the regulations we used in the workshop. They are asked to discuss issues on good scientific practice topics, mainly on data management and on authorship, with their colleagues and their supervisors in order to protect their personal scientific integrity and propagate the idea of good scientific practice.