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 Winter Semester 2019-2020*

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

Date	Time	Course title (quick link)	Instructor
September, 16 & 23	09.00-17.00	CV preparation seminar	Mr. Pierre Steffen
September, 20 & 27 October, 2 & 16	14.00-17.00	Building skills for your wellbeing	Dr. Maurizio Cortesi
September, 25, 26 & 27	25.09.: 13.00-17.00 26 & 27.09: 09.00-17.00	Job interview seminar	Mr. Pierre Steffen
October, 1, 15 & 29 November, 12 & 26 December, 10 October, 8 & 22 November, 5 & 19 December, 3	Input sessions: 12.30-14.00 Output sessions: 13.15-16.30	Research Article Writing	Dr. Katrien Deroey
October, 3 & 4	9.30-17.15	Good Scientific Practice	Dr. Michael Gommel
October, 7 & 8	9.30-17.15	Good Scientific Practice - Kirchberg	Dr. Michael Gommel
October, 8 & 22 November, 5 & 19 December, 3	14.00-17.00	Schreibwerkstatt für Doktoranden	Dr. Birgit Huemer
October, 9 November, 14 December, 4	9.00-15.45	Advanced teaching skills leading towards the certification of associate fellowship	Dr. Claudine Kirsch
October, 10 & 24 November, 14 & 28 December, 5	14.00-17.30	PhD Dissertation writing workshop	Dr. Jennifer Skipp
October, 14 & 15 November, 19 & 20	9.00 – 18.00 20.11 (9.00-16.00)	Science communication	DESCOM
October, 15 & 17 November, 12 & 26 December, 10 January, 15, 28 & 31	Mornings (see details on Moodle)	Do s & Don ts on GDPR & Information security	Dr. Sandrine Munoz, Mr. Christian Hutter
October, 21 & 22	8.45-17.30	Conflict Management for women in science	Ms. Monika Thiel
October, 24 & 25	8.45-17.30	Leadership Skills	Ms. Monika Thiel

Date	Time	Course title (quick link)	Instructor
October, 28 & 29	9.00-16.30	Developing Writing and Reading Skills at Doctoral Level (Introduction) for Social Science, Arts and Humanities Researchers	Dr. Desmond Thomas
October, 30 & 31	9.00-16.30	Developing Writing and Reading Skills at Doctoral Level (Introduction) for Natural and Applied Science Researchers	Dr. Desmond Thomas
November, 4, 11, 18 & 25 December, 2, 9 & 16 January, 6, 13, 20 & 27	10.00-12.00 (except 16.12 see on Moodle)	Management of Science & Innovation	Collective (University of Luxembourg, LIST, external speakers)
November, 7 & 8	9.30-17.45	Good Scientific Practice	Dr. Katrina Bramstedt
November, 11, 18 & 25 December, 9	14.00-17.00	Reduce your stress and develop more focus – Kirchberg	Dr. Maurizio Cortesi
November, 13, 20 & 27 December, 11	14.00-17.00	Reduce your stress and develop more focus	Dr. Maurizio Cortesi
November, 28 & 29	9.00-17.00	Managing my new cultural environment	Mr. Vincent Merk
December, 2 January, 7	02.12: 14.00-16.30 07.01: 9.00-17.00	Manage your bibliography, finding & citing references	Mr. Simon Audigier, Mr. Robert Reuter
December, 6 & 12	9.00-17.00	Success & Failure management	Mr. Varun R. Thakur
December, 12 & 13	9.30-16.30	Project Management for Research	Dr. Maurizio Cortesi
December, 17 & 18 January, 23 & 24	9.00-18.00 24.01: 9.00-16.00	Science Communication	DESCOM
January, 8, 15, 22 & 29	13.15-17.15	Inclusion in Research	Ms. Joanna West
January, 9 & 10	9.01: 9.00-17.00 10.01: 9.00-18.00	Introduction to Entrepreneurship	Incubator of the University
January, 13 & 14	9.30-17.15	Good Scientific Practice	Dr. Julia Verse
January, 16 & 17	9.30-17.15	Good Scientific Practice - Kirchberg	Dr. Julia Verse
January, 22, 24 & 30	22 & 24.01: 9.00-13.00 30.01: 9.00-17.00	Your Career & Life Plan	Mr. Varun R. Thakur
February, 3 & 4	9.30-17.45	Good Scientific Practice	Dr. Katrina Bramstedt

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 of the University of Luxembourg.

CV Preparation Seminar

Course Title	CV Preparation Seminar
Facilitator	Mr. Pierre Steffen; Red Lion Consultants SARL
Dates	16 & 23 September 2019
Time	09:00 h – 17:00 h
Location	Campus Belval
Description	Method: Blended - The "CV Preparation Seminar" is preceding the "Job Interview Seminar", during which the candidates are coached to prepare their job interview. The CV material created during the "CV Preparation Course" is used during the subsequent "Job Interview Course". - Pre-course preparation work defined by coach based on candidates profiles and specialities - Application letters to potential employers; examples - "Do and don t do" in application letters; examples - Various styles of CV - Real case job vacancies analysis; case studies - In-depth plenary critique (by participants and coach) of course participants CV, LinkedIn profiles and letters prepared as pre-course work - Social media impact on candidate image
ECTS	1
In-person course workload (hrs)	14
Pre- and post-workload (hrs)	11
Topics covered	The participant creates an own set of application documents for personal use; adapted LinkedIn profile. The candidate is exposed to realistic interview situations, and the candidate is exposed to various roles as an interviewer and an interviewee. Detailed plenary feedback is given by coach and by the other course participants.
Course pre-work	Pre-course work done as per coach instructions
Course post-work	Not yet communicated

Building skills for your Wellbeing

Course Title	Building skills for your Wellbeing
Facilitator	Dr. Maurizio Cortesi
Dates	20, 27 September & 02, 16 October 2019
Time	14h-17h
Location	Campus Belval
Description	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. 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. 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. N.B.: This new program builds on the course: Reducing stress and developing attention. It is not essential to have participated to that course to enroll in this one, however it is recommended.
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.

Job Interview Seminar

Course Title	Job Interview Seminar
Facilitator	Mr. Pierre Steffen; Red Lion Consultants SARL
Dates	25, 26 & 27 September 2019
Time	25 Sept: 13h–17h 26 & 27 Sept: 09h–12h//13h-17h
Location	Campus Belval
Description	Method: Blended - The "Job Interview Course" is succeeding the "CV Preparation Course", during which the candidates are coached to prepare their CV, professional network presentations and letter address to potential employers. The CV material created during the "CV Preparation Course" is used during the "Job Interview Course"; - pre-course preparation work defined by coach based on candidates profiles and specialities; - inputs by coach during UNI.LU course time; - filmed interventions by candidates in various roles; - roles are defined and aligned to the real interview situations the candidates may be confronted with; - roles to be mastered are: 1) candidate 2) interviewer 3) observer; - all interventions are filmed and commented by coach and participants; - Face to face interviews and video system interviews are practiced; - Critical questions and questions out of comfort zone are addressed. Rationale of the role plays: - to become fully aware of the challenges on both sides of the same table. To gain experience as an interviewer and neutral observer sharpens the senses of a future interview candidate Face to face interviews and video based interviews are conducted.
ECTS	1
In-person course workload (hrs)	18
Pre- and post-workload (hrs)	7
Topics covered	The participant becomes fully aware of the preparation work required as a candidate and as an interviewer. The candidate is exposed to realistic interview situations, and the candidate is exposed to various roles as an interviewer and an interviewee. Detailed plenary feedback is given by coach and by the other course participants.
Course pre-work	Pre-course work done as per coach instructions
Course post-work	Not yet communicated

Research Article Writing

Course Title	Research Article Writing
Facilitator	Dr. Katrien Deroey
Dates & Time	Input sessions: Tuesdays, 12.30-14.00 01, 15, 29 October; 12, 26 November; 10 December 2019 Output sessions: Tuesdays 13.15-16.30 08, 22 October; 05, 19 November; 03 December 2019
Location	Belval Campus
Description	The workshops will improve your insight into the structural, stylistic and rhetorical features of research articles as well as the writing and publication process. They will also provide opportunities for further text creation and feedback. This is not a language course. You ll be asked to submit samples of your article writing as well as other tasks during the course. To get the certificate (and ECTS), you need to fully and actively attend at least 4 input sessions and 3 output sessions and complete the coursework on time as stipulated.
ECTS	
In-person course workload (hrs)	25 hours
Pre- and in between the session-workload (hrs)	25 hours
Topics covered	Input sessions: 1/10: Getting published 15/10: Constructing coherent paragraphs 29/10: Constructing clear sentences 12/11: Reducing wordiness 26/11: Proofreading 10/12: Q & A session Output sessions: 8/10: Write now 1: Distraction-free writing & proofreading 22/10: Write now 2: (Suggested section: Introduction) 5/11: Write now 3: (Suggested section: Methodology) 19/11: Write now 4: (Suggested section: Abstract & Title or Discussion & Conclusion) 3/12: Write now 5: Editing and proofreading
Course pre-work	Submission of (part of) a research article the participant has written. The sample must be at least 1500 words (excluding references) and may be a draft version of an article that is not yet finished. Admission to the course is dependent upon this submission and the language skills it demonstrates.

Good Scientific Practice

Course Title	Good Scientific Practice
Facilitator	Dr. Michael Gommel
Dates	03 & 04 October 2019
Time	9:30-17:15
Location	Campus Belval
Description	The major objective of the workshop "Good Scientific Practice" is to know and understand the basic rules and values of the responsible conduct of research in all its stages, according to local, national and international regulations and guidelines. The participants will explore the differences and grey areas between good scientific practice, questionable research practice and scientific misconduct. They will learn how misconduct can be recognized and prevented, and how it should be addressed and dealt with in case it occurs, and what damage it can cause if handled improperly. The participants will learn to develop appropriate solutions for difficult situations in the process of science. They are encouraged to speak with colleagues and the appropriate institutions about mistakes and problems. They will also receive homework for the protection of their scientific work.
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	8
Topics covered	The content of the workshop follows the curriculum "Good scientific practice" which was commissioned by and developed in cooperation with the German Research Ombudsman: • Definitions of good scientific practice and scientific misconduct • Degrees and extent of scientific misconduct • Examples for responsible and irresponsible conduct of research • Data and source management • Authorship and the process of publication • Mentoring and supervision • Conflict management: how to deal with scientific misconduct • Reactions to scientific misconduct • Local, national and international guidelines and regulations The workshop encourages the active involvement of the participants and features the following didactic elements: case discussions, problem based learning in small groups, plenary discussion, information input.
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

Course Title	Good Scientific Practice
Facilitator	Dr. Michael Gommel
Dates	07 & 08 October 2019
Time	9:30-17:15
Location	Campus Kirchberg
Description	The major objective of the workshop "Good Scientific Practice" is to know and understand the basic rules and values of the responsible conduct of research in all its stages, according to local, national and international regulations and guidelines. The participants will explore the differences and grey areas between good scientific practice, questionable research practice and scientific misconduct. They will learn how misconduct can be recognized and prevented, and how it should be addressed and dealt with in case it occurs, and what damage it can cause if handled improperly. The participants will learn to develop appropriate solutions for difficult situations in the process of science. They are encouraged to speak with colleagues and the appropriate institutions about mistakes and problems. They will also receive homework for the protection of their scientific work.
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	8
Topics covered	The content of the workshop follows the curriculum "Good scientific practice" which was commissioned by and developed in cooperation with the German Research Ombudsman: • Definitions of good scientific practice and scientific misconduct • Degrees and extent of scientific misconduct • Examples for responsible and irresponsible conduct of research • Data and source management • Authorship and the process of publication • Mentoring and supervision • Conflict management: how to deal with scientific misconduct • Reactions to scientific misconduct • Local, national and international guidelines and regulations The workshop encourages the active involvement of the participants and features the following didactic elements: case discussions, problem based learning in small groups, plenary discussion, information input.
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.

Schreibwerkstatt für Doktoranden

Course Title	Schreibwerkstatt für Doktoranden
Facilitator	Dr. Birgit Huemer
Dates	8 & 22, October; 05 & 19, November; 03, December 2019
Time	14:00 - 17:00
Location	Campus Belval
Description	Die Schreibwerkstatt richtet sich an DoktorandInnen, die Ihre Doktorarbeit oder einen wissenschaftlichen Artikel auf Deutsch verfassen. Sie soll DoktorandInnen bei Ihrem Schreibprozess begleiten und bietet die Möglichkeit alle Themen rund um das Verfassen einer Doktorarbeit oder eines wissenschaftlichen Artikels anzusprechen und zu diskutieren: Von der Eingrenzung der Forschungsfrage, über die Organisation des Schreibprozesses bis hin zu Fragen der Motivation und konkreter sprachlicher Formulierungen. Jede Einheit beginnt mit einem inhaltlichen Input und einer konkreten Schreibaufgabe für die folgenden Stunden. Abgeschlossen wird jede Einheit mit Peer-Feedback und einem Arbeitsplan bis zur nächsten Einheit. Die Lehrende steht während der Einheiten für Fragen zur Verfügung.
ECTS	2
In-person course workload (hrs)	15
Pre- and post-workload (hrs)	30
Topics covered	Ziel dieser Schreibwerkstatt ist es die Doktorand-Innen in Ihrem Schreibprozess zu unterstützen und gemeinsam an der sprachlich strukturellen Verbesserung Ihrer Texte zu arbeiten.
Course post-work	Verfassen von Texten, Überarbeiten von Texten, Peer-Feedback geben, Erstellen von Arbeitsplänen während der Kursdauer. Messung des Schreibfortschritts durch Erstellen und Einhalten von Schreibplänen.

Advanced teaching skills leading towards the certification of associate fellowship

Course Title	Advanced teaching skills leading towards the certification of associate fellowship
Facilitator	Dr. Claudine Kirsch
Dates	9 October, 14 November & 4 December 2019
Time	09:00-15:45
Location	Campus Belval
Description	The aim of this module is to prepare you to apply for an associate fellowship (D1) of the UKPFSF framework. It will help you: • Deepen your understanding of learning theories; • Deepen your understanding of effective and inclusive teaching methods and strategies; • Develop strategies and methods that support and assess adult learning; • Address professional values in your teaching; • Provide evidence of addressing the descriptors.
ECTS	2
In-person course workload (hrs)	24
Pre- and post-workload (hrs)	24
Topics covered	We will begin the course by discussing the level descriptors of the HEA framework in the areas of activities, core knowledge and professional values in the light of your own experiences. We will revisit learning theories and methods for teaching, learning and assessment (K2 and K3) and you will apply these in your own teaching as well as in some micro-teaching carried out in the session (A1, A2, A3, A4). You will thereby address some professional values such as respect for diversity and promotion of participation (V2, V3). During the course, you will document your own learning and teaching as well as the ways in which you will have assessed your colleagues during the micro-teaching. We will discuss professional values and meet these throughout the course.
Course pre-work	You will read the HEA framework and have a look at the resources: https://www.heacademy.ac.uk/ https://www.heacademy.ac.uk/individuals/fellowship/fellowship-resources You will read a chapter on learning and teaching.
Course post-work	You will hand in your draft application to receive some feedback

PhD Dissertation writing workshop

Course Title	PhD Dissertation writing workshop
Facilitator	Dr. Jennifer Skipp
Dates	10 & 24, October; 14 & 28, November; 05, December
Time	14.00-17.30
Location	Campus Kirchberg
Description	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 certain sections of the thesis: methodology, literature review/ state of the art, results and analysis, for example, and establishing the structure, rhetoric and language 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 areas to improve and discuss the means to address these issues. 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.
ECTS	1
In-person course workload (hrs)	15
Pre- and post-workload (hrs)	15
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	1) to submit a 750-word sample of their dissertation to the relevant folder on Moodle 2) to find a sample methods chapter/section from a thesis and analyze it according to the questions on Moodle.
Course post-work	Completion of PhD thesis abstract or one other sample from a thesis chapter – max. 1,500 words. Evidence of structural, rhetorical and language aspects learnt on the course should be in evidence in this text.

Science Communication

Course Title	Science Communication
Facilitator	Collective DESCOM
Dates	14, 15 October & 19, 20 November 2019
Time	09:00 – 18:00 except for 20.11 (09:00-16:00)
Location	Campus Belval
Description	Do you love science? Do you want to get people excited about it? Then participate in this science communication course held by biologist and long-time science journalist Dirk Hans and several other experts in the field (e.g. Jean-Paul Bertemes, Head of Science in Society at the FNR). Spread over two 2-day course blocks, this **introductory course (!)** will not only give you an **understanding of basic concepts of science communication**: Who are we communicating to and how do we best reach our audience? What is the science of communication? And what is worth being communicated? You will also get to know the **organizational structures** involved as well as different **communication tools** (e.g. print, social media or videos). Furthermore, you will practice some of them shortly during the course. Successful completion of the course will be based on the quality of completed assignments as well as regular attendance of the course. Please note: How to best communicate scientific results to other scientists from the same field of research is not a topic of this course. For this, please refer to other TS courses (e.g. Presentation Skills, Research Article Writing…). Please also note: This course is not only suitable for life scientists, but **for researchers of all disciplines** (e.g. social sciences, law, etc.)! The course is one part of the **DESCOM** project (Doctoral Education in Science Communication) which is supported by the Luxembourg National Research Fund (FNR). DESCOM provides education in science communication to young scientists in order to sustainably foster the dialogue between researchers and the greater public or other stakeholders. After successful completion of the course, interested participants can gain some hands-on experience and additional ECTS in a science communication internship at one of the partner institutes of DESCOM (see the website for a list of partners). Those internships should deepen your learning skills in science communication. Applications are possible after successful participation to this course and will run year round. Further information about the internships can be found within the Moodle page of this course. **If you have any question regarding the course or the internships, please contact Nicole Paschek.**
ECTS	2
In-person course workload (hrs)	30

Pre- and post-workload (hrs)	20
Topics covered	Overall teaching goal: Understanding of basic concepts of science communication, knowledge of essential communication tools and organisational structures. Seminar incl. practices about: 1) Environment of science communication and general concepts 1.1) Overall situation of science 1.2) Communication science 1.3) Stakeholders of science 1.4) Goals of science communication 2) Structures and organization of science communication 2.1) Institutional communication 2.2) The communicators 2.3) Brand development 3) Tools of science communication (Web, Social Media, Print, AV-Media, Events, Personal Communication)
Pre-course work	Not applicable
In-between work	Participants are asked to complete several assignments after the first course block and hand them in before the second course block.

Do's & Don'ts on GPDR & Information security

Course Title	Do's & Don ts on GPDR & Information security
Facilitator	Dr. Sandrine Munoz, Mr. Christian Hutter
Dates	October, 15 & 17 November, 12 & 26 December, 10 January, 15, 28 & 31
Time	See the detailed agenda below
Location	Campus Belval
Description	The course will train the participants on the general principles of data protection and information security and then dig deeper on examples relevant for the participants who work at the university. The participation to 2 half-day events, the Cyberday.lu (17.10.2019) and the Data Protection Day (28.01.2020) is mandatory. Here is the detailed agenda of the sessions: 15.10: Introduction session (10-12h) 17.10: Cyber Day (9-13h) Personal work (2h) reflect on the event, impact the presentation could have on the research 12.11: First session (theory) on GDPR (10-12h) 26.11: First session (theory) on Information Security (10-11h30) 10.12: Second session (hands-on) on GDPR (10-12h) 15.01: Second session (hands-on) on Information Security (10-11h30) 28.01: Data Protection Day (9h-13h) Personal work (2h) reflect on the event, impact the presentation could have on the research 31.01: Conclusion session with feedback & reflection (10-11h30)
ECTS	1
In-person course workload (hrs)	19
Pre- and in-between sessions workload (hrs)	2 + 2
Topics covered	Learning outcomes: • General understand of Data Protection principles • General understanding of information security awareness principles • Becoming aware how data protection and information security influence own work at the University
Course pre-work	Read documentation shared on Moodle on GDPR (1h) and Information security (1h)
In-between sessions work	2h preparation of a 5 minutes presentation on learning outcomes during the conclusion session (more information will be shared within the course)

Conflict Management for Women in Science

Course Title	Conflict Management for Women in Science
Facilitator	Ms. Monika Maria Thiel, M.A.
Dates	October, 21 & 22
Time	08.45-17.30
Location	Campus Belval
Description	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! Unresolved conflict can paralyze cooperation within projects and departments, as well as poison the atmosphere in the workplace. This is especially true if conflict continues to rumble on in the background or for long periods. In academia the „games" tend to be more sophisticated yet, the patterns remain the same. No matter whether it is about conflicting goals or strategies or it can be attributed to clashing personalities or gender-related communication styles and behavior: ignoring it is often not the best option. 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.
ECTS	1
In-person course workload (hrs)	18
Pre- and post-workload (hrs)	7
Topics covered	• Conflict dynamics • Flexible use of competitive & co-operative negotiation • Conflict analysis with the Thomas Kilmann Conflict Mode Instrument • Clashing personality types (Riemann) & communication styles leading to gender- and culture-related issues • Identifying with conflict partner • Listening, giving feedback and asking solution-oriented questions • Short- and long-term self-management • Dealing with "difficult people" and attacks • Balancing assertiveness & friendliness - saying "No" successfully • Conflict moderation roadmap
Course pre-work	Participants are asked to read the book Crucial Confrontations (2005) Patterson K, Grenny J, McMillan R, Switzler A (2005) Crucial Confrontations. Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior. McGraw-Hill, New York. They should also fill out the questionnaire (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.

Leadership Skills

Course Title	Leadership Skills
Facilitator	Ms. Monika Maria Thiel, M.A.
Dates	October, 24 & 25
Time	08.45-17.30
Location	Campus Belval
Description	How to lead and motivate a team and plan efficiently. 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! 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. 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.
ECTS	1
In-person course workload (hrs)	18
Pre- and post-workload (hrs)	8
Topics covered	• 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.

Developing Writing and Reading Skills at Doctoral Level (Introduction) for Social Science, Arts and Humanities Researchers

Course Title	Developing Writing and Reading Skills at Doctoral Level (Introduction) for Social Science, Arts and Humanities Researchers
Facilitator	Dr. Desmond Thomas
Dates	28 & 29 October 2019
Time	09.00 – 16.30
Location	Campus Belval
Description	The main aim of this course is to help you develop effective strategies for planning your doctoral thesis. It has been designed for Social Science/Arts/Humanities researchers who are **beginning their doctoral studies** and who feel they would benefit from some targeted support in planning the journey ahead. Course sessions will be organized as follows: Day 1 morning session 1 - Introduction to the course - Feedback on pre-course tasks Day 1 morning session 2 - Breaking down and developing a research topic - Generating research questions Day 1 afternoon session 1 - Managing your reading - Critical note-taking Day 1 afternoon session 2 - Producing literature reviews Day 2 morning session 1 - Developing key concepts through reading and writing Day 2 morning session 2 - Structuring your thesis - Preparing tables of contents and abstracts Day 2 afternoon session 1 - Planning individual thesis chapters - Writing chapter introductions

	Day 2 afternoon session 2 - Supporting your work through oral presentations - Post-course task procedures The course is interactive and you will be asked to carry out a series of reflective tasks working together in small groups.
ECTS	1
In-person course workload (hrs)	14
Pre- and post-workload (hrs)	12
Topics covered	The principal outcomes of this course are: • 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	You will be asked to complete two 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. Both pre-course tasks will be uploaded to the course Moodle site.
Course post-work	You will be invited to submit an updated research rationale together with a first draft thesis table of contents and abstract. Post-course tasks will be uploaded to the course Moodle site.

Developing Writing and Reading Skills at Doctoral Level (Introduction) for Natural and Applied Science Researchers

Course Title	Developing Writing and Reading Skills at Doctoral Level (Introduction) for Natural and Applied Science Researchers
Facilitator	Dr. Desmond Thomas
Dates	30 & 31 October 2019
Time	09.00 – 16.30
Location	Campus Belval
Description	The main aim of this course is to help you develop effective strategies for planning your doctoral thesis. It has been designed for Natural and Applied Science researchers who are **beginning their doctoral studies** and who feel they would benefit from some targeted support in planning the journey ahead. Course sessions will be organized as follows: Day 1 morning session 1 - Introduction to the course - Feedback on pre-course tasks Day 1 morning session 2 - Breaking down and developing a research topic - Generating research questions - Interpreting and expanding pre-determined questions Day 1 afternoon session 1 - Managing your reading - Critical note-taking Day 1 afternoon session 2 - Producing literature reviews - Exploring previous scientific studies Day 2 morning session 1 - Developing key concepts through reading and writing - Explaining technical concepts vs assumed knowledge Day 2 morning session 2 - Structuring your thesis (different models) - Preparing tables of contents and abstracts Day 2 afternoon session 1 - Planning individual thesis chapters

	- Writing chapter introductions Day 2 afternoon session 2 - Supporting your work through oral presentations - Post-course task procedures The course is interactive and you will be asked to carry out a series of reflective tasks working together in small groups.
ECTS	1
In-person course workload (hrs)	14
Pre- and post-workload (hrs)	12
Topics covered	The principal outcomes of this course are: - 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	You will be asked to complete two 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. Both pre-course tasks will be uploaded to the course Moodle site.
Course post-work	You will be invited to submit an updated research rationale together with a first draft thesis table of contents and abstract. Post-course tasks will be uploaded to the course Moodle site.

Management of Science & Innovation

Course Title	Management of Science & Innovation
Facilitator	Collective (Uni.lu, LIST, External)
Dates	4, 11, 18 & 25 November 2019 2, 9 & 16 December 2019 6, 13, 20 & 27 January 2020
Time	10.00-12.00 (* except 16.12)
Location	Campus Belval
Description	You need to take a minimum of sessions covering 20 hours of in-class presence: 1) Intellectual property 101 : 04.11 2) Trademark & Design protection : 11.11 3) Research Data Management : 18.11 4) Create a Data Management Plan : 25.11 5) Copyright : 02.12 6) Patents : 09.12 7) Research in database: 16.12 (morning - 9.00 - 13.00*) 8) How to read a patent : 16.12 (afternoon - still to be determined *) 9) Open science : 06.01 10) Softwares : 13.01 11) Open source (advanced level) : 20.01 12) Technology & Knowledge transfer : 27.01
ECTS	1
In-person course workload (hrs)	20
Pre- and post-workload (hrs)	5
Topics covered	This course allows you to get all the tools to get to successfully manage your research outputs (protect, promote and disseminate them). Please check out the video on Moodle to have a more precise insight of each session's content.

Good Scientific Practice

Course Title	Good Scientific Practice
Facilitator	Dr. Katrina Bramstedt
Dates	07 & 08 November 2019
Time	09:30-17:45
Location	Campus Belval
Description	This course uses the CAPRI method (Creative Approaches Promoting Research Integrity) for teaching Good Scientific Practice. The course is highly interactive, using a blend of traditional teaching methods with hands-on creative sessions and other techniques which personalize the learning process. The use of visual arts in the sessions has the potential to improve researchers observation skills—something very important to research conduct such as the informed consent process, as well as data collection, analysis, and reporting. It is also part of study monitoring and auditing. Students will learn the basic rules and values associated with the responsible conduct of research, with the *European Code of Conduct for Research Integrity* as foundational. They will also learn how to identify questionable scientific practice and misconduct, and how to formulate and implement ethically appropriate responses. Sharing of experiences in this safe space is encouraged!
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	8
Topics covered	Topics included in the course: • Definitions of good scientific practice and scientific misconduct • Degrees and extent of scientific misconduct • Examples for responsible and irresponsible conduct of research • Research environments and personal safeguards • Data management • Authorship and publication best practice • Mentoring and collegiality • Peer review • Conflicts of interest • Conflict management, how to deal with scientific misconduct • Moral courage, ethical dilemmas, ethical decision-making using the 4 principles of good research practice • Local and international regulations, ethical codes • Research Ethics Committees • Luxembourg Agency for Research Integrity
Course pre-work	The participants are asked to ponder 3 case studies and familiarize themselves with the content on the website: https://lari.lu/
Course post-work	1.) Participants are asked to carefully study the regulations/codes/guidelines 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. 2.) Participants are asked to complete an anonymous, voluntary feedback questionnaire.

Reduce your stress and develop more focus – Kirchberg

Course Title	Reduce your stress and develop more focus
Facilitator	Dr. Maurizio Cortesi
Dates	11, 18, 25 November & 09 December 2019
Time	14.00-17.00
Location	Campus Kirchberg
Description	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.
ECTS	1
In-person course workload (hrs)	12
Pre- and post-workload (hrs)	6
Topics covered	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. • 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 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.
Course pre-work	Participants are asked to write a document considering the following questions: • 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	Write down a document reflecting on the following: • 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

Course Title	Reduce your stress and develop more focus
Facilitator	Dr. Maurizio Cortesi
Dates	13, 20, 27 November & 11 December 2019
Time	14.00-17.00
Location	Campus Belval
Description	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.
ECTS	1
In-person course workload (hrs)	12
Pre- and post-workload (hrs)	6
Topics covered	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. • 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 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.
Course pre-work	Participants are asked to write a document considering the following questions: • 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	Write down a document reflecting on the following: • 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?

Managing my new cultural environment

Course Title	Managing my new cultural environment
Facilitator	Mr. Vincent Merk
Dates	28 & 29 November 2019
Time	09.00-17.00
Location	Campus Belval
Description	During this course, the following aspects will be covered: • Culture, communication and intercultural management, impact on daily work practices (Model by F. Trompenaars) • Cultural awareness and role of culture • Linking professional culture to national cultures, management and communication • Case study on DMIS, a model dealing with academic environment
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	4+5
Topics covered	• Understand the role and impact of culture in international academic environment • Recognise the link between professional and national cultures in a global academic context • Analyse cross-disciplinary situations in intercultural management and leadership • Identify dilemmas PhD-students are facing across cultures and in organizations • Apply best practices in the global academic world
Course pre-work	Describe in about 15 lines a recent critical incident (anecdote) about a misunderstanding due to culture or language. To present individually or in small groups (to be determined) as ice breaker at the beginning of the course.
Course post-work	Taking your pre-course work, explain what you would do a next time to avoid the misunderstanding. Work it out in a reconciliation process of values and practices, based on the method you have learned during the course.

Manage your bibliography: finding & citing references

<table>
<tr><td>Course Title</td><td colspan="2">Manage your bibliography: finding & citing references</td></tr>
<tr><td>Facilitator</td><td colspan="2">Mr. Simon Audigier and Mr. Robert Reuter</td></tr>
<tr><td>Dates</td><td colspan="2">02 December 2019 & 07 January 2020</td></tr>
<tr><td>Time</td><td colspan="2">02 December: 14.00-16.30
07 January: 09:00-17:00</td></tr>
<tr><td>Location</td><td colspan="2">Campus Belval</td></tr>
<tr><td>Description</td><td>1st part: Zotero software training – in class and hands-on workshop.</td><td>2nd part: Online learning activities & in class presentation.</td></tr>
<tr><td></td><td>Zotero is one of the most use reference management software.
It will help to collect, organize, cite and share your research.
With Zotero you will collect bibliographic references in one-click and save them in one place. You will organize your library in collections always available. Then you will be available to add directly in your word document, all the citations needed and in the correct style.
Participants are aware of the basic use of Zotero:
• to collect and save interesting bibliographic references for your research
• to organize references in collections
• Format bibliographies/works cited lists in multiple citation styles
• insert in-text citations into the body of a document
• share references with others</td><td>Participants have to complete the online learning activities (on Moodle) in order to collect the ECTS granted for this course.The aim of the self-directed online learning activities is to allow you to familiarise yourselves with a variety of (digital) tools (online & offline) at your own pace. We invite you to explore these tools on your own, to try using them, to analyse how they work and to evaluate them according to your own needs. At the end of these activities you should be able to decide which tools you find valuable and want to keep using to perform a variety of tasks related to working with academic sources, to connecting with other academics, to structuring your ideas, to quoting from sources, and to writing an academic paper.A final presentation will have to be given to show the work done and the knowledge & skills acquired (on January 7).</td></tr>
<tr><td>ECTS</td><td colspan="2">1</td></tr>
<tr><td>In-person course workload (hrs)</td><td colspan="2">10H30</td></tr>
<tr><td>Pre- and post-workload (hrs)</td><td colspan="2">14H30</td></tr>
<tr><td>Topics covered</td><td colspan="2">See details in the description part</td></tr>
<tr><td>Course pre-work</td><td colspan="2">Not applicable</td></tr>
<tr><td>Course post-work</td><td colspan="2">Participants have to follow the online learning activities (Moodle) in order to collect the ECTS granted for this course. A final assignment ending with a presentation (on January 7) will be given to evaluate the work done and the knowledge & skills acquired.</td></tr>
</table>

Success and Failure Management

Course Subtitle	How to learn from failures and increase chances of success in work and life
Facilitator	Mr. Varun R. Thakur
Dates	06 & 12 December 2019
Time	09:00– 17:00
Location	Campus Belval
Description	**Goal**: Guide PhD candidates through models, case studies, examples, and exercises to understand the psychology of what differentiates successes and failures, why people get overjoyed with success and depressed when they fail, how to learn from both outcomes and move forward strongly, and how to develop and execute on a vision-backed action plan for their careers and lives. **Description**: No matter how hard you work or how many times you try, there are times when you just don t succeed, or fail enough to feel demotivated and lost. There are also times when you (or others you know) succeed effortlessly, as though it was meant to be. - Why is it that some people succeed more than others? Why is it that some fail all too often? - What success and failure truly are, and why do they affect us so much? - How can we learn from our wins and mistakes of the past and create mechanisms for the future? - What do we need to plan for to increase chances of success in work and in life? If you have experienced failure, or are looking to crack the success code, then this course is for you. Each one of us has, at some point in life, experienced big victories or disappointing losses at work or in some area of life. It is said that those who don t make mistakes, barely end up making anything. Everyone wants to be a success story, but no one wants to fail. The truth is – every successful person or idea started out as a failure. In this structured course, PhD candidates will understand the whats , hows , whens and whys of successes and failures in work and in life, and how to take each outcome in their stride while staying balanced mentally and emotionally. You will learn to double down on your successes, treat failure as a learning tool, and how to also fail fast and fail often, sometimes deliberately! What do participants get from the course: - Strategies and tactics to manage the successes and failures in work and in life - Learn from their past successes and failures, and identify future behaviours and actions - Network of like-minded individuals to support along the way - Vision-backed and fool-proof action plans they can execute right away
ECTS	1
In-person course workload (hrs)	16

Pre- and post-workload (hrs)	9
Topics covered	▪ **Know Yourself**: Know who you really are as a person and as a professional, what are your strengths and weaknesses, what drives you, motivates you, and what is your purpose; ▪ **Identifying what success and failure means to different people**: Defining your individual scale for classifying a happy or a sad outcome from an event; ▪ **Reasons why people either succeed or fail**: Use mind maps and mental models to identify scenarios that lead to success or failure, and why some people repeat certain patterns; ▪ **Strategies and tactics to be set up for success (and pitfalls to avoid for failure)**: How to plan out and execute different aspects of work and life to increase chances of success and reduce failures; ▪ **How to handle situations when things fall apart**: How to handle quicksand-type situations, focus on mental and emotional strength, gather learnings and insights, and emerge stronger; ▪ **How to be graceful and grounded during success and calm and composed during failure**: Manage ups and downs with equanimity, and balance yours and other s reactions to them; ▪ **Applying these concepts to not just work and career, but also to life**: Strategies to succeed in matters of health, money, relationships, and your personal growth; ▪ **Setting an action plan with goals to succeed along with preventive measures to avoid failure**: Complete the workshop with a customized action plan for the next 90 days to increase your luck factor .
Course pre-work	Participants will complete a series of exercises (self-assessment) of their experiences with success and failure in work and in life.
Course post-work	Participants will follow the plan of action customized for them during the 2-day workshop and act on it, in groups, thereby achieving their goals.

Project Management for Research

Course Title	Project Management for Research
Facilitator	Dr. Maurizio Cortesi
Dates	12 & 13 December 2019
Time	09.30-16.30
Location	Campus Belval
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)	4+4
Topics covered	• 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	Participants are asked to write a document considering the following questions: • 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? • which are my aims in doing a PhD? • where do I see myself at the end of my PhD?

Course post-work	• 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.

Science Communication

Course Title	Science Communication
Facilitator	Collective DESCOM
Dates	17 & 18 December 2019; 23 & 24 January 2020
Time	09:00 – 18:00 except for 24.01 (09:00-16:00)
Location	Campus Belval
Description	Do you love science? Do you want to get people excited about it? Then participate in this science communication course held by biologist and long-time science journalist Dirk Hans and several other experts in the field (e.g. Jean-Paul Bertemes, Head of Science in Society at the FNR). Spread over two 2-day course blocks, this **introductory course (!)** will not only give you an **understanding of basic concepts of science communication**: Who are we communicating to and how do we best reach our audience? What is the science of communication? And what is worth being communicated? You will also get to know the **organizational structures** involved as well as different **communication tools** (e.g. print, social media or videos). Furthermore, you will practice some of them shortly during the course. Successful completion of the course will be based on the quality of completed assignments as well as regular attendance of the course. Please note: How to best communicate scientific results to other scientists from the same field of research is not a topic of this course. For this, please refer to other TS courses (e.g. Presentation Skills, Research Article Writing…). Please also note: This course is not only suitable for life scientists, but **for researchers of all disciplines** (e.g. social sciences, law, etc.)! The course is one part of the **DESCOM** project (Doctoral Education in Science Communication) which is supported by the Luxembourg National Research Fund (FNR). DESCOM provides education in science communication to young scientists in order to sustainably foster the dialogue between researchers and the greater public or other stakeholders. After successful completion of the course, interested participants can gain some hands-on experience and additional ECTS in a science communication internship at one of the partner institutes of DESCOM (see the website for a list of partners). Those internships should deepen your learning skills in science communication. Applications are possible after successful participation to this course and will run year round. Further information about the internships can be found within the Moodle page of this course. **If you have any question regarding the course or the internships, please contact Nicole Paschek.**
ECTS	2
In-person course workload (hrs)	30

Pre- and post-workload (hrs)	20
Topics covered	Overall teaching goal: Understanding of basic concepts of science communication, knowledge of essential communication tools and organizational structures. Seminar incl. practices about: 2) Environment of science communication and general concepts 1.1) Overall situation of science 1.2) Communication science 1.3) Stakeholders of science 1.4) Goals of science communication 2) Structures and organization of science communication 2.1) Institutional communication 2.2) The communicators 2.3) Brand development 3) Tools of science communication (Web, Social Media, Print, AV-Media, Events, Personal Communication)
Pre-course work	Not applicable
In-between work	Participants are asked to complete several assignments after the first course block and hand them in before the second course block.

Inclusion in Research

Course Title	Inclusion in Research
Facilitator	Ms. Joanna West
Dates	8, 15, 22 & 29 January 2020
Time	13.15-17.15
Location	Campus Belval
Description	This workshop covers and explains equality, diversity and inclusion within a research environments. (more content to come on Moodle)
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	9
Topics covered	• Recognise and implement inclusive research environments; • Develop your understanding of equality, diversity and inclusion in the context of studying for a research degree. (more content to come on Moodle)
Course pre-work	Content to come
Course post-work	Content to come

Introduction to Entrepreneurship

Course Title	Introduction to Entrepreneurship
Facilitator	Collective (Incubator of the University of Luxembourg and external speakers)
Dates	9 & 10 January 2020
Time	9 January: 09.00-17.00 10 January: 09.00-18.00
Location	Campus Belval
Description	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 17 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.
ECTS	1
In-person course workload (hrs)	17
Pre- and post-workload (hrs)	Content to come on Moodle
Topics covered	see description above
Course pre-work	Self-assessment on entrepreneurship skills
Course post-work	Build a financial model, finalize a slide deck / pitch

Good Scientific Practice

Course Title	Good Scientific Practice
Facilitator	Dr. Julia Verse
Dates	13 & 14 January 2020
Time	09:30-17:15
Location	Campus Belval
Description	Aims of the workshop "Good Scientifc Practice – Protecting Scientifc Integrity" are to know and understand the basic rules and values of the responsible conduct of research and to recognize questionable scientifc 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 scientifc work. The content of the course follows the curriculum "Good scientifc 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.
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	8
Topics covered	• 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 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

Course Title	Good Scientific Practice
Facilitator	Dr. Julia Verse
Dates	16 & 17 January 2020
Time	09:30-17:15
Location	Campus Kirchberg
Description	Aims of the workshop "Good Scientifc Practice – Protecting Scientifc Integrity" are to know and understand the basic rules and values of the responsible conduct of research and to recognize questionable scientifc 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 scientifc work. The content of the course follows the curriculum "Good scientifc 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.
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	8
Topics covered	• 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 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.

Your Career and Life Plan

Course subtitle	How to create a career and life you love
Facilitator	Mr. Varun R Thakur
Dates	22, 24 & 30 January 2020
Time	22, 24 January : 09:00-13:00 30 January : 09:00-17:00
Location	Campus Belval
Description	Goal: Guide PhD candidates through exercises and tools to help them know themselves and their motivations better, identify strengths and growth opportunities, uncover a deeper sense of purpose, create a roadmap of goals to achieve their professional and personal vision across different areas of their lives, and develop an action plan to build a career and life they love. Description: Buy any product today, and you get an instruction manual that not only tells you how to operate it, but also how to resolve issues that may arise. - Why do our careers and lives not come with such instruction manuals? - How would we plan our careers and build our lives if we knew the roadblocks to avoid? - What if we could get the steps to operate at peak potential, professionally and personally? Welcome to PhD students seeking to take their careers and lives to the next level. We know you ve excelled in research and teaching and probably want to make the switch from academics to industry. Maybe you re not sure or aware of the possibilities, or are confused about the next steps in your career. Maybe you know what you want to do and get, but are unsure of how to present yourself in an authentic way for potential employers take notice. Or maybe you want to act on your inner calling to build the professional and personal life of your dreams! In this structured course (we call it Life s Instruction Manual), PhD candidates will understand through exercises, simulations, tools, and role-playing the whats , hows , whens and whys of career and life planning, development, and achieving your life s goals by utilizing your skills, qualifications and aspirations at full potential. What do participants get from the course: • Clarity and a sense of purpose for their careers and life • Action plans that they can execute right away • Network of like-minded individuals to support along the way • Strategies and tactics to help succeed in their chosen paths
ECTS	1
In-person course workload (hrs)	16

Pre- and post-workload (hrs)	6+3
Topics covered	• Psychology of Success: Understand the workings of your inner world, and how it impacts your outer world • Vision Boarding: Create a career and life vision based on your motivations and deeper sense of purpose; understand where you are, and where you want to take your career and life • Goal Setting: Break down your vision into goals and action plans for the key areas of your career and 7 areas of life • Jobs and Startups: Should you get a job, or become an entrepreneur; Strategies and tips to approach the decision of finding the ideal job or the defining startup idea • Job Applications: Personal branding to get you noticed online and offline, networking and job hunting strategies that most are not aware of, CV-writing, cover letters and LinkedIn profiles that make you stand out, interview preparation that gets you the job, and salary negotiation that makes you happy • Continuous Improvement: How to build, nurture, expand, and make use of your personal and professional network for success in work and life; how to continually improve each day for the rest of your life so you live to your maximum potential • Maximum Achievement: Strategies and tactics to live a purpose-driven, happy and joyous life, that balances your career with your health, wealth, relationships, and professional and personal growth.
Course pre-work	Participants will complete a series of exercises (online and on paper to list down their motivations, past work experiences, goals and ambitions for the future, and complete a self-assessment using various models and frameworks).
Course post-work	Participants will follow the plan of action customized for them during the 2-day workshop and act on it, in groups, thereby achieving their goals. The deliverables will include an updated CV and LinkedIn profile.

Good Scientific Practice

Course Title	Good Scientific Practice
Facilitator	Dr. Katrina Bramstedt
Dates	03 & 04 February 2020
Time	09:30-17:45
Location	Campus Belval
Description	This course uses the CAPRI method (Creative Approaches Promoting Research Integrity) for teaching Good Scientific Practice. The course is highly interactive, using a blend of traditional teaching methods with hands-on creative sessions and other techniques which personalize the learning process. The use of visual arts in the sessions has the potential to improve researchers observation skills—something very important to research conduct such as the informed consent process, as well as data collection, analysis, and reporting. It is also part of study monitoring and auditing. Students will learn the basic rules and values associated with the responsible conduct of research, with the *European Code of Conduct for Research Integrity* as foundational. They will also learn how to identify questionable scientific practice and misconduct, and how to formulate and implement ethically appropriate responses. Sharing of experiences in this safe space is encouraged!
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	8
Topics covered	Topics included in the course: • Definitions of good scientific practice and scientific misconduct • Degrees and extent of scientific misconduct • Examples for responsible and irresponsible conduct of research • Research environments and personal safeguards • Data management • Authorship and publication best practice • Mentoring and collegiality • Peer review • Conflicts of interest • Conflict management, how to deal with scientific misconduct • Moral courage, ethical dilemmas, ethical decision-making using the 4 principles of good research practice • Local and international regulations, ethical codes • Research Ethics Committees • Luxembourg Agency for Research Integrity
Course pre-work	The participants are asked to ponder 3 case studies and familiarize themselves with the content on the website: https://lari.lu/
Course post-work	1.) Participants are asked to carefully study the regulations/codes/guidelines 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. 2.) Participants are asked to complete a 9-question, anonymous, voluntary feedback questionnaire.