

## Transferable Skills – Bureau des Etudes Doctorales (B.E.D.)

Office of the Vice-Rector for Research

2022-2023 WINTER SEMESTER – PLANNING OVERVIEW				
CODE - FORMAT	TRAINING EVENT	DATES	TIMING	BOOKING START ON
ELEARNING-ETHICS Online	<b>Research Integrity – Core &amp; suppl. modules</b> Provider: Epigeum – Oxford University Press	All through the year	Self-paced	Free registration
22-23WIN-MENTO In-class & online	<b>Mentoring programme for doctoral candidates</b> Instructor: Dr. Ines Crisostomo Facilitators: Louis Krieger (DSAIL), Lisa Hefele (LuxDoc)	9 September & 19 October 2022	9 Sept: 14.00-17.00 19 Oct: 14.00-15.30	<a href="#">Application submission</a> Mentors: <b>31 Aug. 2022</b> Mentees: <b>28 Sept. - 12 Oct. 2022</b> <i>See description for details</i>
<b>2022-2023 WINTER SEMESTER MOODLE WILL BE ACCESSIBLE AS OF 5 SEPTEMBER 2022 (AM)</b>				
22-23WIN-GSPA1 In-class	<b>Good Scientific Practice - Group A</b> Instructors: R. Roje; I. Buljian; M. Franka-Zuljevic	20-21 September 2022	09.00-17.30	5 September 2022 09.00 AM
22-23WIN-TIME2 Online	<b>Improve focus &amp; time management</b> Instructor: Dr. Maurizio Cortesi	26 September, 3, 10, 17, 24 & 31 October 2022	14.00-15.30	6 September 2022 09.00 AM
22-23WIN-RAWR3 In-class	<b>Research Article Writing</b> Instructor: Dr. Jennifer Skipp	4, 18 October, 8, 22 November & 6, 13 December 2022	09.45-12.15	<a href="#">Application submission</a> from <b>5 to 9 Sept. 2022</b> <i>See description for details</i>
22-23WIN-PMAN4 In-class	<b>Fundamentals of project management</b> Instructor: Dr. Sylvie Fromentin	4-5-6 October 2022	10.00-16.00	7 September 2022 09.00 AM

Note: This planning is subject to change over the semester. Please always check T.S.-B.E.D. Moodle pages for regular updates.

## Transferable Skills – Bureau des Etudes Doctorales (B.E.D.)

Office of the Vice-Rector for Research

<b>2022-2023 WINTER SEMESTER – PLANNING OVERVIEW</b>				
<b>CODE - FORMAT</b>	<b>TRAINING EVENT</b>	<b>DATES</b>	<b>TIMING</b>	<b>BOOKING START ON</b>
22-23WIN-COHE5 In-class	<b>Cohérence &amp; progression : Écrire sa thèse de doctorat (in French)</b>  Instructor: Dr. Eve Lejot	4, 11, 25 October 8, 22, 29 November & 13 December 2022	09.00-12.00	8 September 2022 09.00 AM
22-23WIN-RAWR6 Online	<b>Research Article Writing</b>  Instructor: Dr. Frank Lauterbach	6, 20 October 3, 17 November & 1, 15 December	15.00-17.30	<a href="#">Application submission</a> <b>from 19 to 23 Sept. 2022</b> <i>See description for details</i>
22-23WIN-FAPR7 Online	<b>Facilitating project collaboration</b>  Instructor: Monika Thiel	13 October 2022	09.00-17.00	13 September 2022 09:00 AM
22-23WIN-ADVT8 In-class	<b>Adv. teaching skills leading towards the certification of Associate Fellowship (HEA certification application)</b>  Instructor: Dr. Claudine Kirsch	26 October, 23 November & 7 December 2022	09.00-16.45	<a href="#">Application submission</a> <b>Deadline: 31 August 2022</b> <i>See description for details</i>
22-23WIN-VISU9 Online	<b>Visual Communication of Science</b>  Instructor: Dr. Jernej Zupanc	3-4 November 2022	Day 1: 09.00-16.30 Day 2: 09.00-13.30	3 October 2022 09.00 AM
22-23WIN-STRES10 Online	<b>Knowing &amp; reducing your stress</b>  Instructor: Dr. Maurizio Cortesi	14, 23, 28 November & 5, 12, 19 December 2022	14.00-15.30	14 October 2022 09.00 AM

Note: This planning is subject to change over the semester. Please always check T.S.-B.E.D. Moodle pages for regular updates.

## Transferable Skills – Bureau des Etudes Doctorales (B.E.D.)

Office of the Vice-Rector for Research

2022-2023 WINTER SEMESTER – PLANNING OVERVIEW				
CODE - FORMAT	TRAINING EVENT	DATES	TIMING	BOOKING START ON
22-23WIN-SOCM11 Online	<b>Navigating Social media</b> Instructor: Dr. Karin Bodewits	15-16-17-18 November 2022	09.30-12.00	17 October 2022 09.00 AM
22-23WIN-GSPB12 Online	<b>Good Scientific Practice - Group B</b> Instructors: R. Roje; I. Buljjan; M. Franka-Zuljevic	21-22 November 2022	09.00-17.30	21 October 2022 09.00 AM
22-23WIN-CROS13 Online	<b>Cross borders workshop: PhD, what comes next?</b> Instructors: AGB	29-30 November & 1 December 2022	Day 1 & 2: 09.30-16.30 Day 3: 09.30-17.00	<a href="#">Application submission</a> <b>from 5 to 23 Sept. 2022</b> <i>See description for details</i>
22-23WIN-CULT14 In-class	<b>Managing my new intercultural environment</b> Instructor: Dr. Vincent Merk	8-9 December 2022	09.00-17.00	8 November 2022 09.00 AM
22-23WIN-BIBL15	<b>Managing your bibliography &amp; referencing</b> Instructor: Dr. Claire Godet	14 December 2022	09.00-12.30	14 November 2022 09.00 AM
22-23WIN-CONM16 Online	<b>Conflict management</b> Instructor: Monika Thiel	15-16 December 2022	09.00-17.00	15 November 2022 09.00 AM

Note: This planning is subject to change over the semester. Please always check T.S.-B.E.D. Moodle pages for regular updates.

## Transferable Skills – Bureau des Etudes Doctorales (B.E.D.)

Office of the Vice-Rector for Research

2022-2023 WINTER SEMESTER – PLANNING OVERVIEW				
CODE - FORMAT	TRAINING EVENT	DATES	TIMING	BOOKING START ON
22-23WIN-SCOM17 In-class	<b>Science communication</b> Instructor: Dr. Dirk Hans & FNR	9-10 January & 9-10 February 2023	Day 1-2-3: 09.00-18.00 Day 4: 09.00-16.00	9 December 2022 09.00 AM
22-23WIN-GSPC18 Online	<b>Good Scientific Practice - Group C</b> Instructors: R. Roje; I. Buljian ; M. Franka-Zuljevic	11-12 January 2023	09.00-17.30	12 December 2022 09.00 AM
22-23WIN-RESI19 In-class	<b>Resilience &amp; Wellbeing</b> Instructor: Dr. Maurizio Cortesi	16, 23, 30 January & 6, 13, 20 February 2023	14.00-15.30	13 December 2022 09.00 AM
22-23WIN-CONW20 Online	<b>Conflict management for women in science</b> Instructor: Monika Thiel	19-20 January 2023	09.00-17.00	14 December 2022 09.00 AM
22-23WIN-SCSO21 In-class	<b>Science in society</b> Instructor: Dr. Ariane König	25-26 January & 6-7-8 February 2023	15.30-18.30	15 December 2022 09.00 AM
22-23WIN-ADPM22 In-class	<b>Advanced project management: Structuring my thesis using P.M. phases &amp; processes</b> Instructor: Dr. Sylvie Fromentin	27 January & 7, 8 February 2023	Day 1: 10.00-12.00 Day 2 & 3: 13.00-17.00	16 December 2022 09.00 AM

Note: This planning is subject to change over the semester. Please always check T.S.-B.E.D. Moodle pages for regular updates.

## Transferable Skills – Bureau des Etudes Doctorales (B.E.D.)

Office of the Vice-Rector for Research

2022-2023 WINTER SEMESTER – PLANNING OVERVIEW				
CODE - FORMAT	TRAINING EVENT	DATES	TIMING	BOOKING START ON
22-23WIN-THES23  Online	<b>Managing your relationship with your thesis director</b>  Instructor: Dr. Stephanie Hann	31 January & 1-2-3 February 2023	09:00-13:00	9 January 2023 09.00 AM
22-23WIN-CONF24  In-class	<b>Conference Skills</b>  Instructor: Dr. Jennifer Skipp	22-24 February 2023	09.45-17.30	23 January 2023 09.00 AM
22-23WIN-POST25  In-class	<b>Preparing an effective research poster</b>  Instructor: Dr. Malou Fraiture	23 February 2023	10.00-15.00	24 January 2022 09:00 AM

Note: This planning is subject to change over the semester. Please always check T.S.-B.E.D. Moodle pages for regular updates.

## Practical information

- ✓ All these courses are open to PhDs candidates enrolled at the University of Luxembourg.
- ✓ PhDs candidates from Luxembourg Institutes (LIs) may participate, if some seats are still available.
- ✓ Visiting PhDs candidates should contact TS team beforehand and request will be handled case by case.
- ✓ Registration forms and detailed descriptions are available on **Moodle** under „[Doctoral Education > Transferable Skills](#)“ folder.
- ✓ Dates/ formats are subject to change during the semester, please check Moodle regularly for updated information.
- ✓ Registrations start 1 month before course starting date at 09:00 AM, unless stated otherwise on the Moodle Registration page.
- ✓ Please check that you belong to the target group for each course (ex: *1st year, 2nd year, ..., all PHDs...*) before registering, in order to ensure a fair and smooth registration process.
- ✓ Registrations are processed on a „1st come, 1st served“ basis and no exception will be made.
- ✓ A waiting list is available to show your interest for a fully booked event.  
T.S-BED team will contact PhDs candidates from this waiting list, only if seats should become available.
- ✓ If applicable: ECTS are granted if all training sessions of a course are attended and course work-assignments are completed in due time.
- ✓ [TS Training Policy](#) can found on **Moodle**.
- For further information, please contact the T.S.-B.E.D. team ([ts@uni.lu](mailto:ts@uni.lu)).

Note: This planning is subject to change over the semester. Please always check T.S.-B.E.D. Moodle pages for regular updates.

## MENTORING PROGRAMME

<b>Course Title</b>	Mentoring programme for Doctoral candidates
<b>Facilitator</b>	Ines CRISOSTOMO, LuxDoc & DSAiL
<b>Dates</b>	Throughout the winter semester 2022-2023 with trainings and meet-ups (see below)
<b>Location</b>	Belval Campus and online
<b>Description</b>	<p>Following a positive pilot version from September 2021 to February 2022, your doctoral students' associations (DSAiL &amp; LuxDoc) together with the University of Luxembourg (T.S. – B.E.D. team) are launching the Mentoring programme for Doctoral candidates as of the upcoming Winter Semester.</p> <p>The main objectives of this new programme are:</p> <ul style="list-style-type: none"> <li>• to give the opportunity to doctoral candidates (2nd year and above) to become Mentors;</li> <li>• to provide guidance and assistance to new doctoral candidates (Mentees) by facilitating their integration at the University;</li> <li>• to enable networking and exchange of experiences within the community of doctoral candidates at the University of Luxembourg.</li> </ul> <p><u>Programme highlights for MENTORS (target audience: 2nd year and above):</u></p> <ul style="list-style-type: none"> <li>• <b>A workshop session on 09.09.2022</b> (14:00 - 17:00 - Learning Center, Belval Campus): this event is meant to be a primer on becoming a mentor. We will discuss what it means to be a mentor and present some useful and simple techniques on communication and coaching. We will also discuss and decide on how to best support you in your mentor role.</li> <li>• The mentoring will last through the Winter Semester with regular and short commitments.</li> <li>• A debriefing session will be organised at the end of the semester to have an open discussion on how the programme went.</li> </ul>

	<p><u>Why should you volunteer to become a Mentor?</u></p> <ul style="list-style-type: none"> <li>• Mentoring can be an extremely fulfilling experience that can also help you in your personal growth.</li> <li>• It adds value to your CV as a very positive experience in the training and the development of people and peers.</li> <li>• It is a way for you to give back to your community.</li> </ul> <p><b>Interested to become a Mentor? Please send an email before 31 August 2022 to:</b> louis.krieger.001@student.uni.lu or lisa.h.hefele@gmail.com</p> <p><u>Programme highlights for MENTEES</u> (target audience: new doctoral candidates):</p> <ul style="list-style-type: none"> <li>• Mentees will benefit from the knowledge and experience of their mentor.</li> <li>• Mentees will be asked to remain committed through the semester and to give in due time constructive feedback both on the programme itself and on their personal experience with their mentor.</li> <li>• Registration will start end of September (announcement &amp; registration via Moodle).</li> </ul> <p>Please note that participation in the Mentoring programme (as a mentor or a mentee) does not grant any ECTS.</p> <p>If you have any questions, feel free to contact: louis.krieger.001@student.uni.lu or lisa.h.hefele@gmail.com.</p>
<b>ECTS (if eligible)</b>	N/A



## GOOD SCIENTIFIC PRACTICE

<b>Facilitators</b>	Marija Franka Žuljević, Rea Roje, Ivan Buljan
<b>Dates</b>	20-21 September 2022
<b>Time</b>	09.00-17.30
<b>Target group</b>	Recommended for 1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	In class – Belval Campus
<b>Description</b>	<p>The main goal of this course is to provide the knowledge and tools for PhD students with which they can navigate the academic world in respect to good scientific practice and the responsible conduct of research. This two-day workshop has an interactive format with multiple structured discussions and practical tasks, along with an opportunity to contact the course facilitators with questions about the students' own research topics and work related to their PhD.</p> <p>Aside from being introduced to key resources on research integrity, such as the Embassy of Good Science website, students will be instructed in data practices and develop their own data management plan, how to critically assess the quality of a research paper, how and why to pre-register their research, how to recognize the misinterpretation of research findings in practice ("spin" in research), as well as how to conduct peer-review responsibly, where students will choose an article to review during the class. There will also be two interactive workshops with ethical dilemmas and cases for structured discussion, based on the framework of the VIRT2UE learning program for a virtue-based approach to research integrity.</p>
<b>Topics covered</b>	<p><u>Day 1:</u></p> <ul style="list-style-type: none"> <li>• The Embassy of Good Science- the description of EU funded resource for research integrity and research ethics, students will also be given the opportunity to navigate the website and become active moderators;</li> <li>• Data practices and management- description of importance and sensitivity of data for research purposes, legal issues and proper handling of data;</li> <li>• Virt2ue exercise: Debate and dialogue- an exercise in research communication and recognition of critical parts of ethically ambiguous situations;</li> <li>• Critical assessment of a research article- practical view on assessment of quality of research article, common steps in review.</li> </ul> <p><u>Day 2:</u></p> <ul style="list-style-type: none"> <li>• Research pre-registration- theoretical aspects of pre-registration procedures in science and overview of research on pre-registration; practical points in pre-registration of research studies;</li> </ul>

		<ul style="list-style-type: none"> <li>• Spin in research- types of misinterpretation of research findings, proper interpretation of research findings;</li> <li>• Virt2ue exercise - Dilemma game: training and discussion about potential behaviors in situations related with research misconduct;</li> <li>• Responsible peer review- practical view on what reviewers should avoid, types of improper behavior by reviewers, ethical peer review.</li> </ul>
<b>ECTS</b>	1	
<b>In-person course workload (hrs)</b>	16	
<b>Pre-course work (hrs)</b>	0	
<b>In-between course work (hrs)</b>	2	
<b>Post-course work (hrs)</b>	8	

## IMPROVING FOCUS AND TIME MANAGEMENT

<b>Facilitator</b>	Dr. Maurizio Cortesi
<b>Dates</b>	26 September, 3, 10, 17, 24 & 31 October 2022
<b>Time</b>	14.00 – 15.30
<b>Target group</b>	1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	Online
<b>Description and contents</b>	<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. Many new challenges (deadlines, meetings, conferences, supervision, teaching activities, etc.) are met every day as well as the pressure to deliver the thesis in time and successfully.</p> <p>The goal of this experiential workshop is to explore the dynamics of attention (and its various forms) and discover practices aiming at developing it. We will also discuss and explore techniques for time management. As the workshop aims to be highly experiential, not only we will share (small and wide groups) and explore during the sessions, but you will be invited to put the different exercises into practice during your daily life in-between sessions. We will therefore learn together also from the discoveries and obstacles you will meet in daily life at work and at home. This is not a theoretical course.</p> <p>Please note that in between sessions, the participants will be invited to explore in their daily life at work and home (around 20 minutes per day) and to keep a daily journal of their journey during the program. These home practices and explorations are to be considered an essential part of the program. They represent the in-between session course workload (10h).</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	9
<b>In-between course workload (hrs)</b>	10
<b>Pre- and post-workload (hrs)</b>	6 (3+3)
<b>Course pre-work</b>	<ul style="list-style-type: none"> <li>– Participants are asked to write a document considering the following question:</li> <li>– What are my main obstacles right now in my daily life at work? Are these obstacles new for me?</li> <li>– How does it look like (feelings, motivation, satisfaction, concentration, environment) when I experience a productive or an unproductive day? Any differences jump to the eye?</li> </ul>

<b>In between-sessions-work</b>	Please note that in between sessions the participants will be invited to explore in their daily life at work and home (around 20 minutes per day) and to keep a daily journal of their journey during the program. These home practices and explorations are to be considered an essential part of the program. They represent the in-between session course workload (10h).
<b>Course post-work</b>	Write down a document reflecting on the following: <ul style="list-style-type: none"><li>– What did I learn from this programme? Which practices/techniques worked best for me and which ones will I integrate in my daily life? Make a little plan for change in the short, mid and long term and how these practices might support you.</li><li>– What will I do today (and during these coming months) that might help me reach the objectives I would like to achieve in the coming years?</li></ul>

## Research Article Writing

<b>Course Title</b>	Research Article Writing	
<b>Facilitator</b>	Dr. Jennifer Skipp	
<b>Dates</b>	04, 18, October & 8. 22, November & 6, 13 December 2022	
<b>Time</b>	09.45-12.15	
<b>Location</b>	On-site, Belval Campus	
<b>Description</b>	<p><b>This course is only for those who are currently writing a research article.</b></p> <p>It will improve your insight into the structural, stylistic and rhetorical features of research articles as well as the writing and publication process. It will also provide opportunities for writing and revising your research article, editing and reflection. We will be using your own texts during class.</p> <p>This is not a language course (for academic language courses, consult the University of Luxembourg Language Centre site). This intensive course requires work every week and combines class sessions, research article writing, independent learning tasks, peer feedback and an individual consultation with the lecturer.</p>	
	<b>Task submission deadlines for coursework (always Fridays 9 am)</b>	<b>Dates of the classes</b>
<b>Week 1</b>	ILT: Starting and keeping writing (chapter 1) Due 30. Sept	<b>Class session 1: 4. Oct</b> Course info Proofreading tools Distraction-free writing
<b>Week 2</b>	ILT: Constructing coherent paragraphs (chapt 3) Due 14. Oct * Arrange interview date	<b>Class session 2: 18. Oct</b> Constructing coherent paragraphs
<b>Week 3</b>	One of these ILTs: -Abstracts & titles (chapter 7) -The Introduction section (chapter 8) -The Methods section (chapter 9) -Discussion & conclusion (chapter 10) Due 28. Oct	
<b>Week 4</b>	ILT: Crafting clear sentences (chapter 4) Due 4. Nov	<b>Class session 3: 8. Nov</b> Crafting clear sentences

	<b>Week 5</b>	<b>Writing &amp; reflection: 1</b> Due 11. Nov	<i>Consultations on demand</i> 15. Nov
	<b>Week 6</b>	<b>ILT: Reducing wordiness (chapter 5)</b> Due 18. Nov	<b>Class session 4: 22. Nov</b> Reducing wordiness
	<b>Week 7</b>	<b>ILT: Getting published (chapter 2)</b> * Write up interview Due 25. Nov	<i>Consultations on demand</i> 29. Nov
	<b>Week 8</b>	<b>Another one of these ILTs:</b>  -Abstracts & titles (chapter 7) -The Introduction section (chapter 8) -The Methods section (chapter 9) -Discussion & conclusion (chapter 10) Due 2. Dec	<b>Class session 5: 6. Dec</b> Getting published
	<b>Week 9</b>	<b>Writing &amp; reflection: 2</b> Due 9. Dec	<b>Class session 6: 13. Dec</b> Writing productivity Revision Q&A
	<b>Week 10</b>		<i>Consultations on demand</i> 20. Dec
	<b>Post-course work</b>	<b>Peer review report</b> Due 3. Jan	
<b>ECTS</b>	3		
<b>In-person workload (hrs)</b>	30		
<b>In-between workload (hrs)</b>	45		
<b>Pre-course work</b>	Preparation for the first class session (by 30. September)		
<b>Post-course work</b>	Peer review report (by 3 <sup>rd</sup> January 2023)		
<b>Application for the course</b>	<p>Admission is by application: submission of part of a research article you are writing/have written. If you are not the only or first author, you should indicate which parts are yours. The text may be a draft.</p> <ul style="list-style-type: none"> <li>➤ Start date for application submission: 5. September 2022</li> <li>➤ End date for application submission: 9. September 2022</li> </ul> <p>Submission per mail to the lecturer: <a href="mailto:jennifer.skipp@ext.uni.lu">jennifer.skipp@ext.uni.lu</a></p>		

## FUNDAMENTALS OF PROJECT MANAGEMENT

<b>Facilitator</b>	Dr. Sylvie Fromentin
<b>Dates</b>	4-5-6 October 2022
<b>Time</b>	10:00-16:00
<b>Target group</b>	PhD students (25)
<b>Location</b>	In class, Belval Campus
<b>Description</b>	<p>In this training, participants will gain a clear understanding of project management, methods and tools used to manage any type of project. This course will provide an in-depth overview of project management methodology using advanced techniques and practical skills to initiate, plan, track, control and close any type or size of project. Training objectives are to give insight and support on Key Project Management concepts and terms, Organizational Management of a project and Project Management tools expected to be used during the lifecycle of a project.</p> <p>The five project phases will be reviewed together with some of the knowledge areas that contain the processes that need to be accomplished within its discipline in order to achieve effective project management.</p> <p>At the end of this module, participants should be able to: 1. Identify the constraints of a project; 2. Explain the different phases of a project from conception to closure; 3. Define the scope of the project; 4. Describe how to make a project plan and initiate a Gantt chart; 5. Identify risks and develop a mitigation plan.</p> <p><b><u>This course will not cover specific elements for the participants doctoral research project.</u></b></p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	16

<p><b>Topics covered</b></p>	<ul style="list-style-type: none"> <li>– Chapter 1 - Project Management framework <ul style="list-style-type: none"> <li>○ What is a project?</li> <li>○ Role of a Project Manager</li> <li>○ Triple project constraints</li> <li>○ Project lifecycle (5 phases)</li> <li>○ Lessons learned</li> <li>○ Stage gate process</li> </ul> </li> <li>– Chapter 2 - Project Integration Management <ul style="list-style-type: none"> <li>○ Project Charter</li> <li>○ Integrated Change Control</li> <li>○ Change request</li> </ul> </li> <li>– Chapter 3 - Project Scope Management <ul style="list-style-type: none"> <li>○ Project breakdown structure</li> <li>○ Work Packages and their Statements of Work</li> </ul> </li> <li>– Chapter 4 - Project Time Management <ul style="list-style-type: none"> <li>○ High-Level Planning vs Detailed Planning</li> <li>○ Planning process</li> <li>○ Gantt Chart</li> </ul> </li> <li>– Chapter 5 - Project Cost Management <ul style="list-style-type: none"> <li>○ Make versus Buy Study</li> </ul> </li> <li>– Chapter 6 - Project Quality Management <ul style="list-style-type: none"> <li>○ Deliverable Acceptance Process</li> <li>○ Qualitative Monitoring</li> <li>○ Project Reporting Plan</li> <li>○ Progress Status Report</li> </ul> </li> <li>– Chapter 7 - Project Communication Management <ul style="list-style-type: none"> <li>○ Communication channels</li> <li>○ Communication plan</li> </ul> </li> <li>– Chapter 8 - Project Risk Management <ul style="list-style-type: none"> <li>○ Risk Identification</li> <li>○ Risk Assessment</li> <li>○ Mitigation and Contingency plans</li> <li>○ Issue vs. Risk Management</li> <li>○ Escalation process</li> </ul> </li> <li>– Chapter 9 - Project Stakeholder Management <ul style="list-style-type: none"> <li>○ RACI matrix</li> <li>○ Stakeholders influence and interest</li> </ul> </li> <li>– Chapter 10 - Conclusion</li> </ul>
<p><b>Course pre-work (4h30)</b></p>	<p>Participants are asked to write a document considering specific questions and do some pre-course reading assignments (more information on Moodle in due time)</p>
<p><b>Course post-work (4h30)</b></p>	<p>Participants are asked to write a document considering specific questions and do some post-course reading assignments (more information on Moodle in due time)</p>



## COHÉRENCE ET PROGRESSION : ÉCRIRE SA THÈSE DE DOCTORAT

<b>Facilitator</b>	Prof. Dr. Eve Lejot
<b>Dates</b>	04, 11, 25 Octobre & 08, 22, 29 Novembre & 13 Decembre 2022
<b>Time</b>	09:00-12:00
<b>Course requirement</b>	Formation délivrée en langue française
<b>Group size</b>	15
<b>Location</b>	En présentiel - Belval Campus
<b>Description</b>	<p>Ce séminaire accompagne les doctorants dans leur planification de projet de doctorat. Les doctorants organisent leurs priorités académiques par objectifs, tels que les étapes de la rédaction de la thèse, la préparation d'un article ou une proposition de communication, à atteindre tous les 15 jours. En plus de ces objectifs réalisés à court terme, les doctorants se fixent un objectif à moyen terme pour la fin du séminaire. Le séminaire se base sur le concept sociologique Erfolgsteams (Bergmann 2000) qui s'appuie sur la dynamique de groupe pour développer un projet.</p> <p>De plus, chaque étudiant présente une ou deux fois un extrait de son travail (thèse, article, proposition de communication) afin d'améliorer la clarté conceptuelle et rédactionnelle grâce au feedback du groupe. Présenter son travail et commenter celui des autres sont deux axes qui permettent de développer une pratique réflexive sur les stratégies de travail de chacun.</p>
<b>ECTS</b>	2
<b>In-person course workload (hrs)</b>	24
<b>Topics covered</b>	<p>Dans ce séminaire, les doctorants atteignent trois objectifs :</p> <ul style="list-style-type: none"> <li>- Engager un processus rédactionnel en formulant des objectifs concrets et précis et ainsi optimiser la motivation pour réaliser ces derniers.</li> <li>- Identifier la cohérence dans un écrit académique et maîtriser une syntaxe claire et efficace.</li> </ul>
<b>Course pre &amp; in-between work (26h)</b>	<p>Travail à faire <u>avant chaque séance</u> pendant le semestre :</p> <ul style="list-style-type: none"> <li>- Lecture des travaux des membres du groupe.</li> <li>- Journal de bord sur l'accomplissement des objectifs fixés pour l'avancement des différents écrits liés à la thèse de doctorat.</li> </ul>

## Research Article Writing (F. Lauterbach)

<b>Course Title</b>	Research Article Writing																
<b>Facilitator</b>	Frank Lauterbach																
<b>Dates</b>	6, 20 October & 3, 17 November & 1, 15 December 2022  Individual consultation (1): choice to be made between several dates (see on Moodle for the available slots)																
<b>Time</b>	15:00-17:30																
<b>Location</b>	Online																
<b>Description</b>	<p><b>This online course is only for those who are currently writing a research article.</b></p> <p>It will improve your insight into the structural, stylistic and rhetorical features of research articles as well as the writing and publication process. It will also provide opportunities for writing your research article, editing and reflection. This is not a language course (for academic language courses, please consult the University of Luxembourg Language Centre site).</p> <p>This intensive course requires work every week and combines class sessions, research article writing, independent learning tasks, peer feedback and an individual consultation with the lecturer.</p> <table border="1"> <thead> <tr> <th></th> <th>Task submission deadlines</th> <th>Class dates</th> </tr> </thead> <tbody> <tr> <td><b>Week 1</b></td> <td><b>03 October</b> ILT: Starting and keeping writing (chapter 1)</td> <td><b>Class session 1:</b> <b>06 October, 15:00-17:30</b> Course info Proofreading tools Distraction-free writing</td> </tr> <tr> <td><b>Week 2</b></td> <td><b>10 October</b> One of these ILTs: -Abstracts &amp; titles (chapter 7) -The Introduction section (chapter 8) -The Methods section (chapter 9) -Discussion &amp; conclusion (chapter 10)</td> <td></td> </tr> <tr> <td><b>Week 3</b></td> <td><b>17 October</b> ILT: Constructing coherent paragraphs (chapter 3)</td> <td><b>Class session 2:</b> <b>20 October, 15:00-17:30</b> Constructing coherent paragraphs</td> </tr> <tr> <td><b>Week 4</b></td> <td><b>24 October</b> Writing &amp; reflection: 1</td> <td></td> </tr> </tbody> </table>			Task submission deadlines	Class dates	<b>Week 1</b>	<b>03 October</b> ILT: Starting and keeping writing (chapter 1)	<b>Class session 1:</b> <b>06 October, 15:00-17:30</b> Course info Proofreading tools Distraction-free writing	<b>Week 2</b>	<b>10 October</b> One of these ILTs: -Abstracts & titles (chapter 7) -The Introduction section (chapter 8) -The Methods section (chapter 9) -Discussion & conclusion (chapter 10)		<b>Week 3</b>	<b>17 October</b> ILT: Constructing coherent paragraphs (chapter 3)	<b>Class session 2:</b> <b>20 October, 15:00-17:30</b> Constructing coherent paragraphs	<b>Week 4</b>	<b>24 October</b> Writing & reflection: 1	
	Task submission deadlines	Class dates															
<b>Week 1</b>	<b>03 October</b> ILT: Starting and keeping writing (chapter 1)	<b>Class session 1:</b> <b>06 October, 15:00-17:30</b> Course info Proofreading tools Distraction-free writing															
<b>Week 2</b>	<b>10 October</b> One of these ILTs: -Abstracts & titles (chapter 7) -The Introduction section (chapter 8) -The Methods section (chapter 9) -Discussion & conclusion (chapter 10)																
<b>Week 3</b>	<b>17 October</b> ILT: Constructing coherent paragraphs (chapter 3)	<b>Class session 2:</b> <b>20 October, 15:00-17:30</b> Constructing coherent paragraphs															
<b>Week 4</b>	<b>24 October</b> Writing & reflection: 1																

<b>Week 5</b>	<b>31 October</b> ILT: Crafting clear sentences (chapter 4)	<b>Class session 3:</b> <b>03 November, 15:00-17:30</b> Crafting clear sentences
<b>Week 6</b>	<b>07 November</b> Writing & reflection: 2	
<b>Week 7</b>	<b>14 November</b> ILT: Reducing wordiness (chapter 5)	<b>Class session 4:</b> <b>17 November, 15:00-17:30</b> Reducing wordiness
<b>Week 8</b>	<b>21 November</b> Writing & reflection: 3	<i>Consultations on demand (book by week 7 via Moodle)</i>
<b>Week 9</b>	<b>28 November</b> ILT: Getting published (chapter 2)	<b>Class session 5:</b> <b>01 December, 15:00-17:30</b> Getting published
<b>Week 10</b>	<b>05 December</b> Peer review report	<i>Consultations on demand (book by week 9 via Moodle)</i>
<b>Week 11</b>	<b>12 December</b> Another one of these ILTs: -Abstracts & titles (chapter 7) -The Introduction section (chapter 8) -The Methods section (chapter 9) -Discussion & conclusion (chapter 10)	<b>Class session 6:</b> <b>15 December, 15:00-17:30</b> Writing productivity Revision Q&A
<b>Week 12</b>		<i>Consultations on demand (book by week 11 via Moodle)</i>
<b>ECTS</b>	3	
<b>Pre-course work</b>	Preparation for the first class session (deadline: 03 October 2022)	
<b>Application for the course</b>	<p>Admission is <u>by application</u>: submission of part of a research article you are writing/have written. If you are not the only or first author, you should indicate which parts are yours. The text may be a draft.</p> <p>Submission by mail to the lecturer: <a href="mailto:frank.lauterbach@posteo.de">frank.lauterbach@posteo.de</a></p> <p>Timeframe for submissions: <b>from 19 to 23 September 2022</b></p>	

## Facilitating Project Collaboration

<b>Course Title</b>	Facilitating project collaboration
<b>Facilitator</b>	Ms. Monika Maria Thiel
<b>Date</b>	13 October 2022
<b>Time</b>	9-12 and 14-17
<b>Location</b>	Online
<b>Description</b>	<p>Do you want to be competent in developing excellent team spirit and collaboration? Do you want to enhance your self-leadership and communication skills?</p> <p>Here you will gain new insights into team dynamics and team roles which helps you improve your ability to create a good and well-structured work environment. Easy-to-apply self-leadership tools and communication elements such as meeting culture and feedback techniques will help you motivate your team.</p> <p>After completing this workshop you will have an expanded set of useful communication and facilitation skills that will enable you to build good work relationships and also deal with conflicts in a constructive manner.</p> <p>Discussion Points</p> <ul style="list-style-type: none"> <li>• Team roles and team development stages (team development clock, team triangle)</li> <li>• Motivating a team with constructive feedback</li> <li>• How to create a good and well-structured work environment and enhance collaboration and project meeting culture</li> <li>• Facilitation tasks and design</li> <li>• Basic elements of agile methodology</li> <li>• Selected virtual project communication tools</li> <li>• I-A-D principle</li> <li>• How to handle conflicts successfully</li> </ul> <p>Methods</p> <p>Trainer input, demonstrations, exercises, role-play activities, group discussions, video clip examples, feedback, etc. Each Participant is encouraged to explore their style and thus expand their individual set of leadership, teamwork and communication skills.</p>

<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• Team roles and team development stages</li> <li>• Constructive feedback</li> <li>• Project meeting culture</li> <li>• Facilitation tasks and design</li> <li>• Basic elements of agile methodology</li> <li>• Selected virtual project communication tools</li> <li>• I-A-D principle</li> <li>• How to handle conflicts successfully</li> </ul>
<b>ECTS</b>	N/A
<b>In-person course workload (hrs)</b>	6
<b>Pre-workload (hrs)</b>	4
<b>Pre course work</b>	Participants are asked to read <b>Chapter 3 “Control Through Influence“</b> from: <b>Kendrick T (2012) Results Without Authority: Controlling a Project When the Team Doesn't Report to You. 2nd ed. American Management Association (AMACOM), New York.</b>
<b>Post-course workload (hrs)</b>	4
<b>Post course work</b>	Review handout, <b>write a self-reflexion paper</b> (one-pager) focussing on learnings and selecting two tools to be practiced.

## ADVANCED TEACHING SKILLS LEADING TOWARDS THE CERTIFICATION OF ASSOCIATE FELLOWSHIP (HEA CERTIFICATION APPLICATION)

<b>Course Title</b>	Advanced teaching skills leading towards the certification of Associate Fellowship (HEA certification application)
<b>Facilitator</b>	Dr. Claudine Kirsch
<b>Dates</b>	26 October, 23 November & 7 December 2022
<b>Time</b>	09.00-16.45
<b>Location</b>	In-class – Belval Campus
<b>Description</b>	<p>The aim of this module is to prepare you to apply for an <a href="#">associate fellowship' (D1) of the UKPFSF framework</a>. It will help you to:</p> <ul style="list-style-type: none"> <li>• deepen your understanding of learning theories;</li> <li>• deepen your understanding of effective and inclusive teaching methods and strategies;</li> <li>• develop strategies and methods that support and assess adult learning;</li> <li>• address professional values in your teaching;</li> <li>• provide evidence of addressing the descriptors.</li> </ul>
<b>Topics covered</b>	<p>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).</p> <p>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.</p>
<b>Pre-requisites</b>	<p>Candidates who would like to submit their application for this course must have developed teaching skills:</p> <ul style="list-style-type: none"> <li>✓ via participation in the T.S. course „Getting started in Teaching“</li> <li>✓ by having experience of a minimum of 20 teaching hours</li> </ul> <p>Please note that this course is only open to <a href="#">doctoral candidates affiliated to the University of Luxembourg</a>. This course is not open to the doctoral candidates affiliated to LI's or Interdisciplinary centers.</p>
<b>ECTS (if eligible)</b>	2
<b>In-person workload (hrs)</b>	24
<b>Pre- and post-course workload (hrs)</b>	24

<b>Pre-course work for application selection</b>	<p>You will read the HEA framework and have a look at the resources:</p> <p><a href="https://www.heacademy.ac.uk/">https://www.heacademy.ac.uk/</a></p> <p><a href="https://www.heacademy.ac.uk/individuals/fellowship/fellowship-resources">https://www.heacademy.ac.uk/individuals/fellowship/fellowship-resources</a></p> <p>You will read a chapter on learning and teaching. The material is in the course of Sue Dunn.</p> <ol style="list-style-type: none"><li>1. You will hand in a document of two A4 pages maximum which explains your experience of planning and teaching based on the areas A1, A2, A3 and K2 of the HEA framework.</li><li>2. Your HEA application will include supporting letters of two referees who have seen you teach. Please let us know the names of your referees.</li></ol> <p>Please submit your work to <b>Claudine Kirsch</b> (<a href="mailto:claudine.kirsch@uni.lu">claudine.kirsch@uni.lu</a>) and copy <b>Transferable Skills team</b> (<a href="mailto:ts@uni.lu">ts@uni.lu</a>)</p> <p>Deadline to submit your application: <b>31.08.2022</b></p>
<b>Post-course work</b>	<p>You will have to hand in your HEA draft application to receive some feedback.</p>
<b>HEA application fees</b>	<p>Registration fees for HEA application will be reimbursed by the Doctoral School of each participant. Reimbursement steps will be explained in due time.</p>

## VISUAL COMMUNICATION OF SCIENCE

<b>Course Title</b>	Visual Communication of Science
<b>Facilitator</b>	Dr. Jernej Zupanc
<b>Date</b>	3-4 November 2022
<b>Time</b>	Day 1: 09:00-16:30 and Day 2: 09:00-13:30
<b>Target group</b>	All PhD students
<b>Location</b>	Online (Zoom)
<b>Description</b>	The complete visual communication training to help you take your images, posters, and slides to the next level. You will learn to effectively communicate your own scientific ideas and results by applying best visual communication practices to your research communication. You will get actionable advice and feedback on your own pre-submitted materials. It is an immersive online workshop, structured, easy to follow, memorable, useful and fun.
<b>Topics covered</b>	<p>You will get feedback on a selection of your figures, slides and posters submitted ahead of the webinar. In an exercise, you will draw a sketch of your research (a graphical abstract) and get feedback on that as well.</p> <ul style="list-style-type: none"> <li>– Communicating with scientific vs non-scientific audiences</li> <li>– Visual perception and what humans find intuitive</li> <li>– Visual organization: how to structure to simplify comprehension</li> <li>– Eye-flow: effortlessly guide the audience through the design</li> <li>– Colors: how to amplify, not ‘fancify’</li> <li>– Feedback and discussion on your pre-submitted figures</li> <li>– Graphical abstract drawing exercise &amp; group work: draw a sketch of your research and get feedback from peer scientists and the facilitator</li> <li>– Slides that amplify your messages when presenting</li> <li>– Feedback on your pre-submitted slides</li> <li>– Posters: strategy and process for creating posters that attract and explain</li> <li>– Discussion &amp; feedback on your posters</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>– Interactive workshop: fundamentals, real examples, and practical advice</li> <li>– Commenting on pre-submitted figures: ahead of the webinar, you submit your scientific figures, posters, and slide presentations, and I prepare a selection. You receive suggestions on how to improve your own materials from the presenter and peers.</li> </ul>



	– Q&A discussion: we try to solve the most pressing issues you have with your science communication.
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	11
<b>Pre-course workload (hrs)</b>	2
<b>Inbetween workload (hrs)</b>	2
<b>Post-course workload (hrs)</b>	8

## KNOWING AND REDUCING YOUR STRESS

<b>Facilitator</b>	Dr. Maurizio Cortesi
<b>Dates</b>	14, 23, 28 November & 5, 12, 19 December 2022
<b>Time</b>	14.00 – 15.30
<b>Target group</b>	All PhD candidates
<b>Location</b>	Online
<b>Description</b>	<p>Stress can be very intense during the PhD years. Not only there are new challenges to be faced and the pressure to deliver in time and successfully, but also the added stress to think about career options and challenges. Engaging in a PhD can be a very exciting and attractive opportunity. At the same time, for some of us this means moving away from home for the first time (or once again), perhaps in a far-away country. Stress is not only caused by perspectives and challenges in our daily lives, but also by a difficult social environment, the encounter with a new culture and way of working, and challenging relationships. This can feel ever more stressful when we also experience a sense of isolation and miss the support of families and friends.</p> <p>The goal of this experiential workshop is to investigate and familiarize with stress dynamics/impact, fostering awareness of how it presents in the body-mind (in our own very subjective experiences and lives) and of our habitual reactive patterns. At the same time, we will explore and practice ways to reduce stress (making choices around our perspectives and actions; making changes in the environment when this is possible; pausing and resourcing when stress shows up; fostering a sense of space and agency when meeting life and work challenges in the personal and interpersonal domains).</p> <p>The workshop aims to be highly experiential. You will be invited to engage in the practices/exercises that will be offered in the sessions and we will learn from the discoveries and obstacles that we will experience during the sessions and while practicing at home by yourselves. We will take time to share in smaller groups as well as in the wider group. Some theoretical background and reflections will be offered when relevant, but this is in no way a theory-only program.</p> <p>Please note that in between sessions, the participants will be invited to explore in their daily life at work and home (around 20 minutes per day) and to keep a daily journal of their journey during the program. These home practices and explorations are to be considered an essential part of the program. They represent the In-between session course workload (10h).</p> <p>Important: due to the particular nature of the topic and of the exploration we will share, attendance to all sessions is expected and mandatory for the wellbeing of the group and of each of the participants.</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	9

<b>In-between course workload (hrs)</b>	10
<b>Pre- and post-workload (hrs)</b>	6 (3+3)
<b>Course pre-work</b>	<p>Participants are asked to write a document considering the following questions:</p> <ul style="list-style-type: none"> <li>– How do I evaluate my stress level these days, and which are the conditions that lead more to stress in my daily life at work and at home?</li> <li>– Which objectives do I have in taking part to this programme and these sessions?</li> </ul>
<b>In between-sessions-work</b>	<p>Please note that in between sessions the participants will be invited to explore in their daily life at work and home (around 20 minutes per day) and to keep a daily journal of their journey during the program. These home practices and explorations are to be considered an essential part of the program. They represent the In-between session course workload (10h).</p>
<b>Course post-work</b>	<p>Write down a document reflecting on the following:</p> <ul style="list-style-type: none"> <li>– What did I learn from this programme? Which practices/attitudes worked best for me and which ones will I integrate in my days? How will I integrate them (make a little plan for change in the short, mid and long term) and what might tell me if I am taking care of my stress or need more support? To whom can I refer if I experience a more challenging time?</li> <li>– How do I engage in creating a supportive environment both internally and externally, knowing that there are aspects I can act upon and other conditions that are outside of my control?</li> </ul>
<b>Disclaimer</b>	<p>This programme is not a substitute to any medical/therapeutic treatment. However, the practices explored in this programme can be a valuable complement to therapy.</p> <p>If you are experiencing specific mental health conditions (such as, e.g., acute depression, chronic anxiety, bipolar disorder, or schizophrenia), you are invited to talk to your therapist/doctor about taking part in this type of class. These conditions might not be a criterion for exclusion: you can also inform me, so we can explore adaptations of the practices, if needed and relevant.</p> <p>All practices explored in this programme can be adapted and are thought of as invitations for exploration and integration. Never and in no way are they thought of as obligations.</p> <p>You are invited to talk to your therapist/doctor for advice and always before interrupting any kind of therapy or treatment.</p>

## NAVIGATING SOCIAL MEDIA

<b>Facilitator</b>	Dr. Karin Bodewits
<b>Dates</b>	15-18 November 2022
<b>Time</b>	9:30-12
<b>Target group</b>	PhD students
<b>Location</b>	Online
<b>Description and contents</b>	<p>ResearchGate, Twitter or LinkedIn, by now, are no longer a new thing.</p> <p>Also, for scientists, social media platforms have become an integral networking tool to connect globally, exchange research ideas and advance careers. But, what's a proper way for scientists to make use of these platforms? In this online workshop, you will gain a better understanding of the current state of digital science communication. You will learn how scientists can integrate social media into their activities — in a helpful and productive way. The workshop advocates a reflected media usage that keeps a close eye on how and when it is recommended for you to 'go online'.</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	10 hours
<b>In-between course workload (hrs)</b>	6 hours
<b>Course post-work</b>	6 hours

## GOOD SCIENTIFIC PRACTICE

<b>Facilitators</b>	Marija Franka Žuljević, Rea Roje, Ivan Buljan
<b>Dates</b>	21-22 November 2022
<b>Time</b>	09.00-17.30
<b>Target group</b>	Recommended for 1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	Online
<b>Description</b>	<p>The main goal of this course is to provide the knowledge and tools for PhD students with which they can navigate the academic world in respect to good scientific practice and the responsible conduct of research. This two-day workshop has an interactive format with multiple structured discussions and practical tasks, along with an opportunity to contact the course facilitators with questions about the students' own research topics and work related to their PhD.</p> <p>Aside from being introduced to key resources on research integrity, such as the Embassy of Good Science website, students will be instructed in data practices and develop their own data management plan, how to critically assess the quality of a research paper, how and why to pre-register their research, how to recognize the misinterpretation of research findings in practice ("spin" in research), as well as how to conduct peer-review responsibly, where students will choose an article to review during the class. There will also be two interactive workshops with ethical dilemmas and cases for structured discussion, based on the framework of the VIRT2UE learning program for a virtue-based approach to research integrity.</p>
<b>Topics covered</b>	<p><u>Day 1:</u></p> <ul style="list-style-type: none"> <li>• The Embassy of Good Science- the description of EU funded resource for research integrity and research ethics, students will also be given the opportunity to navigate the website and become active moderators;</li> <li>• Data practices and management- description of importance and sensitivity of data for research purposes, legal issues and proper handling of data;</li> <li>• Virt2ue exercise: Debate and dialogue- an exercise in research communication and recognition of critical parts of ethically ambiguous situations;</li> <li>• Critical assessment of a research article- practical view on assessment of quality of research article, common steps in review.</li> </ul> <p><u>Day 2:</u></p> <ul style="list-style-type: none"> <li>• Research pre-registration- theoretical aspects of pre-registration procedures in science and overview of research on pre-registration; practical points in pre-registration of research studies;</li> </ul>

	<ul style="list-style-type: none"> <li>• Spin in research- types of misinterpretation of research findings, proper interpretation of research findings;</li> <li>• Virt2ue exercise - Dilemma game: training and discussion about potential behaviors in situations related with research misconduct;</li> <li>• Responsible peer review- practical view on what reviewers should avoid, types of improper behavior by reviewers, ethical peer review.</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	16
<b>Pre-course work (hrs)</b>	0
<b>In-between course work (hrs)</b>	2
<b>Post-course work (hrs)</b>	8

## CROSS-BORDER WORKSHOP: PhD, what comes next?

The cross-border career workshop for doctoral candidates

<b>Facilitators</b>	ABG team
<b>Dates</b>	29th - 30th November & 1st December 2022
<b>Time</b>	9:30 am - 4:30 pm on 29th - 30th November 9:30 am - 5:00 pm on 1st December
<b>Course requirements</b>	The participants must be motivated to explore the opportunities outside academia and have a good level of English (at least B2).  Priority is given to advanced PhD candidates (i.e., from late 2 <sup>nd</sup> year of their PhD onwards).
<b>Specific registration process</b>	Send out an application (see details below) between 5 <sup>th</sup> – 23 <sup>th</sup> September 2022 <b>to TS Team</b> : <a href="mailto:ts@uni.lu">ts@uni.lu</a> Application consists in: <ul style="list-style-type: none"> <li>- a registration form (cf template)</li> <li>- a CV (in English)</li> <li>- an accompanying e-mail in English: motivation and expectations, including a specific paragraph dedicated to the presentation of the participants' career goals (approx. 300 words).</li> </ul>
<b>Number of participants</b>	5 participants from uni.lu
<b>Pre-course requirement</b>	The main seminar costs will be covered by the partner institutions. Each participant is required to contribute a <b>fee of 30€ (non-reimbursable)</b> .
<b>Location</b>	Online
<b>Description</b>	<p>The doctorate has become a gateway to a diversity of career options, way beyond academic research. However, PhD candidates do not always have a clear vision of their options and may lack self-confidence when it comes to identify their skills and market their research experience for positions outside academia.</p> <p>That is why ABG, the French-German University, Luxembourg National Research Fund, the University of Luxembourg, and Luxembourgish national research institutes (LIH, LISER and LIST), the University of Trier and Saarland University have joined forces to organize a seminar specifically for:</p> <ul style="list-style-type: none"> <li>- PhD candidates from the three countries</li> <li>- Recent PhD graduates unemployed or on a short-term contract at the time of the workshop</li> </ul> <p>This seminar, held in English, will allow them to go over their work history, work on their future career plan, pinpoint their specific skills, and efficiently communicate with recruiters in France, Germany, and Luxembourg. Particular attention will be given to networking as one of the key tools for the career planning and job search of internationally mobile researchers. In addition to training sessions, the participants will have the opportunity to meet and exchange with PhDs working outside academia in one of the three countries during a virtual roundtable.</p>

	The seminar is based on an interactive methodology: participants are expected to be present and active during these 3 days. That is why organizers seek motivated and committed participants.
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	21h30
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>- exploring the job market and opportunities for PhDs outside academia in Europe and more specifically in France, Germany and Luxembourg</li> <li>- designing a career plan</li> <li>- analyzing your previous experience and/or future goals regarding international mobility and planning the next steps</li> <li>- taking stock of and illustrating your skillset</li> <li>- developing and maintaining a professional network</li> <li>- preparing for the recruitment process outside academia</li> </ul>
<b>Course pre-work (2h30)</b>	<p>Application &amp; registration form to prepare and send to TS team</p> <p>Any brainstorming requested from ABG before the workshop</p>



## Managing my New Intercultural Environment

<b>Course Title</b>	Managing my New Intercultural Environment
<b>Facilitator</b>	Mr. Vincent Merk
<b>Dates</b>	8-9 December 2022
<b>Time</b>	09.00-17.00
<b>Location</b>	In class - Belval Campus
<b>Description</b>	<p>During this course, the following aspects will be covered:</p> <ul style="list-style-type: none"> <li>• Diversity &amp; Inclusion (D&amp;I) processes as a general framework</li> <li>• Culture, communication and intercultural management, impact on daily work practices (Model by F. Trompenaars)</li> <li>• Linking D&amp;I aspects to professional and national cultures, management and communication</li> <li>• Case study using the Developmental Model of Intercultural Sensitivity (DMIS), a personal integration model dealing with your academic environment</li> </ul>
<b>ECTS</b>	1
<b>In-person or online course workload (hrs)</b>	16
<b>Pre- and post-course workload (hrs)</b>	4+5
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• Understand the role and impact of Diversity &amp; Inclusion (D&amp;I) aspects on culture in an international academic environment</li> <li>• Recognise the link between D&amp;I issues and professional and national cultures in a global academic context</li> <li>• Analyse cross-disciplinary situations in intercultural management and leadership</li> <li>• Identify dilemmas PhD-students are facing across cultures and in organisations</li> <li>• Apply best practices in the global academic world</li> </ul>
<b>Pre-course work</b>	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
<b>Post-course work</b>	Assess your personal situation and the international academic context of UniLu using the Developmental Model of Intercultural Sensitivity (DMIS) as an integration model

## MANAGING YOUR BIBLIOGRAPHY AND REFERENCING

<b>Facilitator</b>	Dr. Claire Godet
<b>Date</b>	14 December
<b>Time</b>	09.00-12.30
<b>Location</b>	Campus Belval , Luxembourg Learning Center
<b>Description</b>	<p>Introduction to bibliography softwares and managing references</p> <p>To collect and save interesting bibliographic references is always time consuming. To cite in the correct style is complex and detailed. Bibliographic managers make organizing, storing and citing references easier.</p> <p>These tools enable you to:</p> <ul style="list-style-type: none"> <li>- Collect your references from databases, websites, catalogues...</li> <li>- Organize them by folders and tags</li> <li>- Annotate your citations</li> <li>- Cite in the correct style directly in your document</li> <li>- Share your references with fellow researchers</li> </ul>
<b>Topics covered</b>	<p>Participants are aware of the basic use of bibliography softwares and managing references:</p> <p>Create a library Organize references Cite in different styles Create a group and share a library</p>
<b>ECTS</b>	N/A
<b>In-person course workload(3 hrs)</b>	<p>1h30 Bibliography and references 1h30 Zotero</p>

## CONFLICT MANAGEMENT

<b>Course Title</b>	Conflict Management - From confrontation to collaboration
<b>Facilitator</b>	Ms. Monika Maria Thiel
<b>Date</b>	15-16 December 2022
<b>Time</b>	9h-17h
<b>Location</b>	Online
<b>Description</b>	<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><b>Methods</b></p> <p>Trainer input, individual self-reflection exercises, group exercises via breakout sessions, case studies, mentimeter polls, plenum discussions, video clips, feedback.</p> <p>Note: Participants are encouraged to bring their own cases for case work and group feedback.</p>
<b>Topics covered</b>	<p>Conflict dynamics</p> <p>Flexible use of competitive and co-operative negotiation</p> <p>Conflict analysis with the Thomas Kilmann Conflict Mode Instrument</p> <p>Identifying with conflict partner</p>

	<p>Clashing personality types (Riemann) and communication styles leading to gender- and culture-related issues</p> <p>Dealing with “difficult people” and attacks</p> <p>Three methods how to respond to conflict depending on escalation degree</p> <p>Short- and long-term self-management</p> <p>Balancing assertiveness and friendliness - saying “No” successfully</p> <p>Listening, giving feedback and asking solution-oriented questions</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	14
<b>Pre-workload (hrs)</b>	4
<b>Pre course work</b>	<p>Participants are asked to <b>read Chapter 1 of the book Crucial Confrontations (2005)</b> 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.</p> <p><b>Fill out the questionnaire (to be found on Moodle in due time).</b></p>
<b>Post-course workload (hrs)</b>	4
<b>Post course work</b>	Review handout, <b>write a self-reflexion paper</b> (one-pager) focussing on learnings and selecting two tools to be practiced.

## SCIENCE COMMUNICATION

<b>Course Title</b>	Science Communication
<b>Facilitator</b>	Collective: Dirk Hans and guests
<b>Dates</b>	9-10 January and 9-10 February 2023
<b>Time</b>	Day 1-2-3: 09:00-18:00 Day 4: 09:00-16:00
<b>Target group</b>	PhD students from all disciplines
<b>Location</b>	In class, Belval Campus
<b>Description</b>	<p>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.</p> <p>Spread over two 2-day course blocks, this <b>introductory course (!)</b> will not only give you <b>an understanding of basic concepts of science communication</b>: 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?</p> <p>You will also get to know the <b>organizational structures</b> involved as well as different <b>communication tools</b> (e.g. print, social media or videos).</p> <p>You will develop some of the course content interactively (group work), write a press release and even found a new research center. Individually designed assignments will be prepared in groups in between the two block courses.</p> <p>Successful completion of the course will be based on the quality of completed assignments as well as regular attendance and ACTIVE participation in the course.</p>
<b>Topics covered</b>	<p>Overall teaching goal: Understanding of basic concepts of science communication, knowledge of essential communication tools and organizational structures.</p> <p>Seminar incl. practices about:</p> <ol style="list-style-type: none"> <li>1) Environment of science communication and general concepts <ol style="list-style-type: none"> <li>1.1) Overall situation of science</li> <li>1.2) Communication science</li> <li>1.3) Stakeholders of science</li> <li>1.4) Goals of science communication</li> </ol> </li> </ol>

	<p>2) Structures and organization of science communication</p> <p>2.1) Institutional communication 2.2) The communicators 2.3) Brand development</p> <p>3) Tools of science communication (Web, Social Media, Print, AV-Media, Events, Personal Communication)</p>
<b>ECTS</b>	2
<b>In-person course workload (h)</b>	30
<b>In between session course workload (h)</b>	20
<b>In-between work</b>	You have to attend all 4 dates of ONE course and participate regularly in discussions and group work. You will develop some of the course content interactively (group work). Individually designed assignments of approximately 20 work hours will be prepared in groups in between the two block courses.
<b>Additional information</b>	<p>The course is one part of the <b>DESCOM</b> 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 to sustainably foster the dialogue between researchers and the greater public or other stakeholders.</p> <p>You can also gain some hands-on experience and additional ECTS in a science communication internship at one of the partner institutes of DESCOM. Those internships will deepen your learning skills in science communication. Applications are possible year-round. Further information about the internships can be found on the DESCOM <a href="#">website</a>.</p>

## GOOD SCIENTIFIC PRACTICE

<b>Facilitators</b>	Marija Franka Žuljević, Rea Roje, Ivan Buljan
<b>Dates</b>	11-12 January 2023
<b>Time</b>	09.00-17.30
<b>Target group</b>	Recommended for 1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	Online
<b>Description</b>	<p>The main goal of this course is to provide the knowledge and tools for PhD students with which they can navigate the academic world in respect to good scientific practice and the responsible conduct of research. This two-day workshop has an interactive format with multiple structured discussions and practical tasks, along with an opportunity to contact the course facilitators with questions about the students' own research topics and work related to their PhD.</p> <p>Aside from being introduced to key resources on research integrity, such as the Embassy of Good Science website, students will be instructed in data practices and develop their own data management plan, how to critically assess the quality of a research paper, how and why to pre-register their research, how to recognize the misinterpretation of research findings in practice ("spin" in research), as well as how to conduct peer-review responsibly, where students will choose an article to review during the class. There will also be two interactive workshops with ethical dilemmas and cases for structured discussion, based on the framework of the VIRT2UE learning program for a virtue-based approach to research integrity.</p>
<b>Topics covered</b>	<p><u>Day 1:</u></p> <ul style="list-style-type: none"> <li>• The Embassy of Good Science- the description of EU funded resource for research integrity and research ethics, students will also be given the opportunity to navigate the website and become active moderators;</li> <li>• Data practices and management- description of importance and sensitivity of data for research purposes, legal issues and proper handling of data;</li> <li>• Virt2ue exercise: Debate and dialogue- an exercise in research communication and recognition of critical parts of ethically ambiguous situations;</li> <li>• Critical assessment of a research article- practical view on assessment of quality of research article, common steps in review.</li> </ul> <p><u>Day 2:</u></p> <ul style="list-style-type: none"> <li>• Research pre-registration- theoretical aspects of pre-registration procedures in science and overview of research on pre-registration; practical points in pre-registration of research studies;</li> </ul>

	<ul style="list-style-type: none"> <li>• Spin in research- types of misinterpretation of research findings, proper interpretation of research findings;</li> <li>• Virt2ue exercise - Dilemma game: training and discussion about potential behaviors in situations related with research misconduct;</li> <li>• Responsible peer review- practical view on what reviewers should avoid, types of improper behavior by reviewers, ethical peer review.</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	16
<b>Pre-course work (hrs)</b>	0
<b>In-between course work (hrs)</b>	2
<b>Post-course work (hrs)</b>	8



## RESILIENCE AND WELLBEING

<b>Facilitator</b>	Dr. Maurizio Cortesi
<b>Dates</b>	16, 23, 30 January & 6, 13, 20 February 2023
<b>Time</b>	14.00 – 15.30
<b>Target group</b>	2nd and 3rd year PhD students
<b>Location</b>	Online
<b>Description and contents</b>	<p>Sometimes there is a lot that accumulates in our days and lives, and at times it might even feel 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 however essential that we take care of our wellbeing, if we wish to enjoy the benefits of a calm and open mind; to focus with more clarity and intention both on our professional and personal development; to care both for our individual journey and projects while relating as best as possible with, and supporting, others around us (as well as asking for help and support when we need it).</p> <p>This program will support an investigation of foundational skills and attitudes to foster resilience and wellbeing. Ancient traditions and plenty of scientific evidence (especially in neuroscience and psychology) point to these resources as essential: connection, intention, meaning, emotional agility, needs recognition, creativity, gratitude, empathy, compassion. We will invite practices and exercises 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>Please note that this is not a theoretical workshop. You will be invited to engage personally in the practices that will be offered during the sessions, and we will learn together from the discoveries and obstacles we will meet both during the sessions and while exploring by ourselves in our daily lives. We will share discussions in smaller groups and in the wider group to explore our experiences and learn from each other. Some theoretical discussion will also be offered when relevant.</p> <p>N.B.: This new program builds on the courses: <i>Knowing and reducing your Stress</i> and <i>Improving Focus and Time Management</i>. It is not essential to have participated to those courses to enrol in this one, however it is highly recommended (especially the course <i>Knowing and Reducing your stress</i>).</p> <p>Please note that in between sessions the participants will be invited to explore in their daily life at work and home (around 20 minutes per day) and to keep a daily journal of their journey during the program. These home practices and explorations are to be considered an essential part of the program. They represent the In-between session course workload (10h).</p> <p><b>Important:</b> due to the particular nature of the topic and of the exploration we will share, attendance to all sessions is expected and mandatory for the wellbeing of the group and of each of the participants.</p>
<b>ECTS</b>	1

<b>In-person course workload (hrs)</b>	9
<b>In-between course workload (hrs)</b>	10
<b>Pre- and post-workload (hrs)</b>	6 (3+3)
<b>Course pre-work</b>	<p>Participants are asked to write a document considering the following questions:</p> <ul style="list-style-type: none"> <li>– Which are the main obstacles that I encounter during my days and that impact my sense of wellbeing (motivation, concentration, mental or physical stress, capacity to enjoy daily life, ...)?</li> <li>– Which objectives do I have in taking part to this programme and these sessions?</li> </ul>
<b>In between-sessions-work</b>	<p>Please note that in between sessions the participants will be invited to explore in their daily life at work and home (around 20 minutes per day) and to keep a daily journal of their journey during the program. These home practices and explorations are to be considered an essential part of the program. They represent the In-between session course workload (10h).</p>
<b>Course post-work</b>	<p>Write down a document reflecting on the following:</p> <ul style="list-style-type: none"> <li>– What did I learn from this programme? Which practices/attitudes worked best for me and which ones will I integrate in my days? How will I integrate them (make a little plan for change in the short, mid and long term). What might tell me if I am taking care of my wellbeing or of I will be in need of more support? To whom can I refer if I experience a more challenging time?</li> <li>– After this course, how can I engage in creating a supportive environment both internally and externally (knowing that there are aspects I can act upon and other conditions that are outside of my control) both for myself and for others around me? What is my vision and which perspectives and actions can I nourish to create a supportive environment both at work and at home?</li> </ul>
<b>Disclaimer</b>	<p>This programme is not a substitute to any medical/therapeutic treatment. However, the practices explored in this programme can be a valuable complement to therapy.</p> <p>If you are experiencing specific mental health conditions (such as, e.g., acute depression, chronic anxiety, bipolar disorder, or schizophrenia), you are invited to talk to your therapist/doctor about taking part in this type of class. These conditions might not be a criterion for exclusion: you can also inform me, so we can explore adaptations of the practices, if needed and relevant.</p> <p>All practices explored in this programme can be adapted and are thought of as invitations for exploration and integration. Never and in no way are they thought of as obligations.</p> <p>You are invited to talk to your therapist/doctor for advice and always before interrupting any kind of therapy or treatment.</p>

## CONFLICT MANAGEMENT FOR WIS

<b>Course Title</b>	Conflict Management for Women in Science
<b>Facilitator</b>	Ms. Monika Maria Thiel
<b>Date</b>	19-20 January 2023
<b>Time</b>	9h-17h
<b>Location</b>	Online
<b>Description</b>	<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>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.</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>Methods:</p> <p>Trainer input, individual self-reflection exercises, group exercises via breakout sessions, case studies, mentimeter polls, plenum discussions, video clips, feedback.</p> <p>Note: Participants are encouraged to bring their own cases for case work and group feedback.</p>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• Conflict dynamics</li> <li>• Flexible use of competitive and co-operative negotiation</li> <li>• Conflict analysis with the Thomas Kilmann Conflict Mode Instrument</li> <li>• Identifying with conflict partner</li> <li>• Clashing personality types (Riemann) and communication styles leading to gender- and culture-related issues</li> </ul>

	<ul style="list-style-type: none"> <li>• Dealing with “difficult people” and attacks</li> <li>• Three methods how to respond to conflict depending on escalation degree</li> <li>• Short- and long-term self-management</li> <li>• Balancing assertiveness and friendliness - saying “No” successfully</li> <li>• Listening, giving feedback and asking solution-oriented questions</li> <li>• Conflict moderation roadmap</li> <li>• Quick responses to high-conflict people: BIFF</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	14
<b>Pre-workload (hrs)</b>	4
<b>Pre course work</b>	<p>Participants are asked <b>to read Chapter 1 of the book Crucial Confrontations (2005)</b> 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.</p> <p><b>Fill out the questionnaire</b> (to be found on Moodle in due time).</p>
<b>Post-course workload (hrs)</b>	4
<b>Post course work</b>	Review handout, <b>write a self-reflexion paper</b> (one-pager) focussing on learnings and selecting two tools to be practiced.

## SCIENCE IN SOCIETY

<b>Course Title</b>	Science in society
<b>Facilitator</b>	Dr. Ariane König
<b>Dates</b>	25-26 January & 6-7-8 February 2023
<b>Time</b>	15.30-18.30
<b>Location</b>	In class, Kirchberg Campus
<b>Description</b>	<p>The understandings of science and its relation to society, morality, and individual responsibilities of scientists have drastically changed over the course of the last century. Today, in the face of the human civilizations grand challenges, research calls on science to be at service of society abound. Whilst the EU Horizon 2020 programmes featured calls to develop citizen science and citizen observatories, and Horizon Europe will call for more and ever larger ‘mission-oriented research projects’, tensions between autonomy of research organisations and responsible and ‘embedded’ research remain hotly debated. Does citizen science hold the promise to harness the true potential of a networked knowledge society and to evolve from an expert-led technocracy to a truer knowledge democracy, or will it just add to populism by de-throning experts?</p> <p>In this course, we will <b>explore diverse understandings of what science is</b> and what science does from a range of different disciplines, in order to build a first build a basic understanding of <b>what we can call a scientific discipline</b>.</p> <p><b>Critical analysis of participant’s research projects</b> will clarify how disciplined research approaches may reveal, suggest, distort and conceal different facets of realities by focusing on different systems, scales of analysis, fineness of perception, and time spans. We will discuss design requirements for research In order to address complex societal challenges of the 21st century. Learning outcomes include:</p> <ul style="list-style-type: none"> <li>– To improve your presentation skills on your research addressing a diverse audience</li> <li>– To identify and work with sets of assumptions and ontologies underlying diverse disciplinary theories and methods (including your own)</li> <li>– To critically appraise possible contradictions emerging from applying two complementary research approaches to one complex problem (contradictions are deemed helpful to understand complexity)</li> <li>– To engage in critical research with others in a team</li> <li>– To improve your scientific writing skills, with a focus on reflection, critical analysis and self- evaluation.</li> </ul>

	<ul style="list-style-type: none"> <li>– To design research to address complex societal challenges.</li> </ul> <p>As participant you are expected to complete the following tasks over the semester:</p> <ul style="list-style-type: none"> <li>– to present your own work at one of the seminar session,</li> <li>– to submit a brief summary of two of the readings as an assignment for one of the sessions you are not presenting your work at,</li> <li>– to submit a final report on main insights gained on their own and their peer’s research at the end of the course (it is highly recommended to keep reflexive notes on impressions and learnings after each seminar in contribution to this final report).</li> </ul> <p>If you are interested in participating, please write a brief letter of motivation to join this seminar to <a href="#">Ariane König</a> including a brief biography, and two to three paragraphs about your research (topic and objectives, discipline(s), methods, and expected outcomes and impacts). We will select largely on a first come first served basis, but if we receive more applications than we have places, we may also select in favour of enhanced diversity of the group in terms of academic disciplines represented, as this will enrich our discussions and learnings.</p>
<b>Topics covered</b>	<p>In the analyses of research projects through the lenses of assigned literature mainly from the fields of philosophy of science and sociology of knowledge, we will explore the contingency of research outcomes and knowledge fields on their respective methods and tools, as well as on their conceptual foundations and prevailing assumptions. These foundations equip us to reflect more competently on the merits and limitations of our own research, but also to better understand challenges of truly interdisciplinary or even transdisciplinary research design required to address more complex societal challenges.</p> <p>We will also explore diverse approaches to ‘integrating’ ethics in research, and to ‘embedding research in practice’.</p>
<b>ECTS</b>	2
<b>In-person course workload</b>	10h
<b>In between work</b>	<p>20h</p> <ul style="list-style-type: none"> <li>– summary &amp; readings (10h)</li> <li>– preparing presentations (10h)</li> </ul>
<b>Post-course work</b>	final report (20h)

## ADVANCED PROJECT MANAGEMENT

Structuring my thesis using project management phases and processes

<b>Facilitator</b>	Dr. Sylvie Fromentin
<b>Dates</b>	27 January 2023 and 07 & 08 February 2023
<b>Time</b>	10-12 am on 27.01 1-5 pm on 07&08.02
<b>Course requirement</b>	Participants must have taken the "Fundamentals of Project Management" TS course with Dr. Sylvie Fromentin in order to join this training (regardless of the semester).
<b>Specific registration process</b>	Send out a motivation letter (see details below) as of 1 <sup>st</sup> December 2022 <b>only</b>
<b>Number of participants</b>	10
<b>Pre-course requirement</b>	You are required to obtain the Microsoft Project software, available for free at the university via the UL Software Center. This is mandatory for the creation of the Gantt chart.
<b>Location</b>	Online for 27.01 and On-campus for 07 & 08 February
<b>Description</b>	<p><u>"How to structure my thesis using project management phases and processes?"</u></p> <p>The development of a project is rarely a long quiet river... This new training will allow you to go further in the definition of the structure of your thesis project, using the project management techniques seen in the first training "Fundamentals of Project Management". This new training is a real coaching session, personalized and specific to your own PhD project. That's why the group is limited to 10 people.</p> <p>The training is composed of 4 sessions:</p> <ol style="list-style-type: none"> <li>1. Reminder of the first training (online - 2 hours).</li> <li>2. Preparation of the inputs that will be used in the course (your personal work - 6 hours).</li> <li>3. Twice half days of practical sessions (in class - 2x 4 hours, including breaks).</li> <li>4. Finalization of the documents (your personal work - 4 hours).</li> </ol> <p>This training is the first one organized as a coaching session. <b>Only candidates who have taken the first course are eligible to participate in this one. A letter of motivation will be requested. You must explain why and how this course will be useful for your current studies/future professional career. The letter must have a minimum length of half an A4 page and a maximum of one A4 page.</b></p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	10

<p><b>Topics covered</b></p>	<p>1. The reminder of the first training will cover the project lifecycle phases, the different processes used to govern a project, the identification of the project constraints, how to structure my project (associating deliverables to project sub-tasks using Work Breakdown Structure) and defining my Work Packages, Gantt Chart, Communication and Stakeholders plans, Risk and Issue identification and mitigation plan (to name just a few).</p> <p>2. In order to start your project right at the beginning of the course, you will need to prepare a number of inputs using the templates that were shared during the first course:</p> <ol style="list-style-type: none"> <li>1. Prepare a Project Charter and identify the 5 project phases.</li> <li>2. Identify the deliverables and define your WBS.</li> <li>3. Identify major milestones, associated to your deliverables and stakeholders (CET meetings for instance).</li> <li>4. Identify risks and issues faced during the project.</li> <li>5. Identify stakeholders required for the Gantt chart.</li> <li>6. Existing communication means in the research group (so we can prepare a communication plan).</li> </ol> <p>3. In class, we will review the different information prepared for this training, where it was most difficult to find the information for each of you and find a way to improve it, create the Gantt chart, create a communication plan, create a RASIC, create a Risk and Issue database and define templates for the different meetings and project reviews.</p> <p>4. With all the information gathered and the work done in class, you will have to finalize your project specific documents. I will follow up with you to ensure that you are fully equipped for optimal project management at the end of the training.</p>
<p><b>Course pre &amp; in-between work (6h00)</b></p>	<p>See above (more information on Moodle in due time).</p>
<p><b>Course post-work (4h00)</b></p>	<p>See above (more information on Moodle in due time).</p>



## MANAGING YOUR RELATIONSHIP WITH YOUR THESIS DIRECTOR

<b>Course Title</b>	Managing your relationship with your thesis director
<b>Facilitator</b>	Dr. Stephanie Hann
<b>Dates</b>	31 January & 1-2-3 February 2023
<b>Time</b>	09:00-13:00
<b>Target group</b>	1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	Online
<b>Description</b>	<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 workshop, participants will consider the roles and responsibilities of both supervisor and candidate from the beginning to the completion of the Doctoral Program. 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 analyzed 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 useful feedback on your progress and the quality of your work and to meet research challenges together.</p> <p><b>Methods:</b></p> <p>Besides the theoretical input from the trainer, there will be many opportunities for individual work and small group work as well as for group discussion and the plenum. Each participant is encouraged to work on their specific challenges and will receive individualized tips and feedback.</p>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>– Expectations of Supervisors</li> <li>– Expectations of Doctoral Candidates</li> <li>– Possible challenges</li> </ul>

	<ul style="list-style-type: none"> <li>– Successful meetings</li> <li>– Handling of feedback</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	16
<b>Pre-workload (hrs)</b>	2
<b>Pre course work</b>	Participants are asked to <b>reflect on the relationship they have with their thesis director. It can be done in form of a SWOT-analysis.</b>
<b>Post-course workload (hrs)</b>	4
<b>Post course work</b>	Participants are asked to <b>apply the strategies and methods</b> from the course. After four weeks they <b>need to write a 2-3 pages self-reflection</b> about their relationship to the supervisor before the course and what has changed since the course.

## CONFERENCE SKILLS

<b>Course Title</b>	Conference Skills
<b>Facilitator</b>	Dr. Jennifer Skipp
<b>Dates</b>	22-23-24 February 2023
<b>Time</b>	9.45-12.15 / 13.15-17.30
<b>Target group</b>	All PhD students
<b>Location</b>	In class, Kirchberg Campus
<b>Description</b>	<p>This interactive course will help you make the most of conferences by</p> <ul style="list-style-type: none"> <li>– allowing you to hone your presentation skills;</li> <li>– facilitating the efficient and effective preparation of presentations.</li> </ul> <p>Your presentations will be filmed for you to analyse. In class you'll receive feedback from other participants and the lecturer.</p> <p><b>Methods:</b></p> <p>Exercises, discussion, reflection, demonstration, practice, peer feedback</p> <p><b>Note:</b> to be awarded the ECTS and certificate, you need to attend <u>all sessions fully</u>. There are no replacement tasks to make up for workshop time you've missed. You'll also need to give an initial presentation (2 mins), a final assessed presentation (10 mins) and complete work before, during and after the course.</p>
<b>Topics covered</b>	<p>By the end of the course, you will:</p> <ul style="list-style-type: none"> <li>– understand what makes for effective conference abstracts and presentation titles;</li> <li>– know how to prepare conference presentations efficiently and effectively;</li> <li>– realise what makes you nervous when presenting and how you can manage nerves;</li> <li>– have insight into how to adapt your language to give clear and engaging presentations;</li> <li>– be aware of the strengths and weaknesses of your presentations and conference preparation;</li> <li>– be able to structure your presentations effectively;</li> <li>– be aware of how your non-verbal behaviour contributes to the impact of your presentations;</li> </ul>

	<ul style="list-style-type: none"> <li>– realize how voice use, pacing and pausing affect communicative success;</li> <li>– understand what makes for effective slides and realize to what extent your slides are effective;</li> <li>– be able to distinguish different types of questions you can get after presentations and know strategies to deal with these;</li> <li>– have the understanding, knowledge and tools to evaluate and continue improving your presentations and become a more confident presenter.</li> </ul>
<b>ECTS</b>	1
<b>In-person workload (hrs)</b>	18
<b>Pre course work (3h)</b>	online presentation survey; preparing a two-minute presentation introducing your research; selecting a research article and slides for class activities
<b>Work during the course (5h)</b>	preparing a ten-minute presentation with slides on your research; analysing non-verbal communication of your own two-minute presentation; redesigning your own existing slides
<b>Post course work (1h)</b>	written reflection on assessed presentation using reflection framework and your presentation film

## PREPARING AN EFFECTIVE RESEARCH POSTER

<b>Course Title</b>	Preparing an effective research poster
<b>Facilitator</b>	Dr. Malou Fraiture
<b>Dates</b>	23 February 2023
<b>Time</b>	10:00-15:00 (with 1 hour lunch break)
<b>Target group</b>	All PhD students
<b>Location</b>	In class, Belval Campus
<b>Description</b>	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.
<b>ECTS</b>	Not applicable
<b>In-person course workload (hrs)</b>	4
<b>Pre- and post-workload (hrs)</b>	Not applicable
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>✓ History and aim of research posters</li> <li>✓ Research poster design and content</li> <li>✓ Research poster presentation</li> <li>✓ Exercises based on posters examples: critical analysis of strong and weak points, optimisation of design and content, identification of take-home message</li> </ul>
<b>Course pre-work</b>	Optional: Participants can bring a print or PDF of a research poster they recently designed to get feedback on its content and design.
<b>Course post-work</b>	Not applicable