

Professional Skills Courses, Language Courses, Industry Excursions Mar-Aug 2010

* Course will also be offered in the next course announcement (Sep 2010 - Feb 2011)

Trainer	ID	* Title of Course	Credits	Date
Scientific Communication				
Schütte, Christina	S 26	Writing scientific publications	1.5	20-21 Apr, 17 May 2010
Silyn-Roberts, Heather	S 01	* Effective scientific communication: journal papers, seminar or conference presentations, and posters	1.5	late Jun/early Jul 2010
Schütte, Christina	S 10	* Grant writing for scientists	0.5	10 Apr 2010
Good Scientific Practice and Intellectual Property				
Jahn, Reinhard	S 24	* Seminar on good scientific practice	0.5	Apr 2010
Berghoff, Hans-Wilhelm	S 27	Intellectual property in science	1.0	6 Jul 2010
Lenk, Christian	S 11	Ethics, genetic analysis, tissue research and biobanking	1.0	mid-Jun 2010
Self-Management and Organizational Skills				
Golin, Simon	S 07	* Project management for young scientists. Taking off as a project pilot	0.5	6 Apr 2010
Golin, Simon	S 08	* Time management in doctoral research. Aligning time and goals	0.5	7 Apr 2010
Gildemeister, Sabine	S 13	* Speed reading techniques. Add new reading choices to your old reading habits	1.0	28-29 May 2010

Career Development

Golin, Simon	S 09	Team work & leadership competencies in academia and beyond	0.5	6 May 2010
Petersen, Alexia and Stephan	S 05	Working across borders, communicating across cultures I: An introductory workshop to intercultural communication for graduate students	1.0	4-6 June 2010
Petri, Ralf	S 15	Job hunting, interview skills and assessment centers	1.0	23-24 Apr 2010

Women-Only Courses

Knaths, Marion	W 01	The Brand "Me"	0.5	30 Mar 2010
Schick, Elisabeth	W 02	Effective leadership and successful negotiations	1.0	7-8 May 2010
Himmelsbach, Eva	W 03	Recognizing and managing conflicts	1.0	2-3 Jul 2010

German Language Courses

Lektorat Deutsch als Fremdsprache	L 13	German language weekly course - Level A0 (module 3; 2 h/week)	1.0	Apr-Jun 2010
Lektorat Deutsch als Fremdsprache	L 14	German language weekly course - Level A1 (module 3; 2 h/week)	1.0	Apr-Jun 2010
Lektorat Deutsch als Fremdsprache	L 15	German language weekly course - Level B (module 3; 2 h/week)	1.0	Apr-Jun 2010
Lektorat Deutsch als Fremdsprache	L 16	German language weekly course - Level C (module 3; 2 h/week)	1.0	Apr-Jun 2010

English Language Courses

Miral, Darrin	L 21	Scientific English for PhD students in the natural sciences - Basic Level (module 3, 2 h/week)	1.0	Apr-Jun 2010
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Industry Excursions

Industry Excursion	X 05	KWS Saat AG, Einbeck	0,5	May/Jun 2010
Industry Excursion	X 01	BASF - The Chemical Company, Ludwigshafen (& Heidelberg)	0,5	Jun/Jul 2010

Course ID:	S 01	Credits:	1.5	Date:	late Jun/early Jul 2010	
Title of Course:	Effective scientific communication: journal papers, seminar or conference presentations, and posters					
Instructor:	Dr. Heather Silyn-Roberts <i>University of Auckland, New Zealand</i>					
Place:	Ernst-Caspari-Haus / GZMB Building, Justus-von-Liebig-Weg 11, seminar room 0.233					
Participants:	min. 12	max. 20				
Duration:	2.5 days	Time:	from	9:00 h	to	17:00 h

Course description:*The workshop*

The aim of this workshop is to introduce graduate students to the principles of scientific communication: writing a journal paper; making an effective scientific conference poster; and making a professional seminar or conference oral presentation of scientific material. The presenter is multi-disciplinary and the courses are adapted to each graduate school.

1. Writing and Publishing an Effective Journal Paper (half- or 1-day programme)

Participants should bring a journal paper that they have written or are familiar with; each participant will analyse this paper during the course.

Aim

To help participants understand the following: the characteristics of an effective paper; requirements for each section of a paper; what reviewers and editors look for; the process of publishing a paper.

To be covered

The general structure of a journal paper. Then, for each section: the purpose of the section; how to write it; difficulties in writing it; tense of the verb; common faults; review checklist.

Method of learning

- PowerPoint presentation by Heather Silyn-Roberts.
- Group discussion between presenter and participants.
- Participants' individual assessment of the papers they have brought with them.

2. Making an Effective Conference Poster (half-day programme)

Participants should bring examples of conference posters. These will be analysed during the course.

Aim

To help participants construct for a conference a display poster that effectively communicates the essential elements of a piece of scientific work.

To be covered

Features of posters that viewers like; planning; design and structure of information; figures and tables; effective and ineffective features of posters; review checklist.

Method of learning

- PowerPoint presentation by Heather Silyn-Roberts.
- Discussion of the requirements.
- Participants' assessment and grading of posters (posters brought by participants, photos).

3. Making an Effective Seminar or Conference Presentation (1 day, maximum 12 students per day)

Each participant should prepare beforehand a five-minute oral presentation (with visual aids: Powerpoint or overhead foils) on an aspect of his/her work. Each presentation is given once, then improved and presented a second time.

Aim

To help participants learn how to use the skills of rhetoric, structuring of information, and preparation of visual aids to present scientific information in a professional manner at a conference or seminar. To learn what to avoid doing.

To be covered

Guidelines for beginners; types of notes; structuring a presentation; using overview information at the beginning and end; dealing with detail; spoken style; wording (your own, visual aids); designing visual aids; delivering the talk; dealing with needing to pause, interruptions, finishing in a hurry; answering questions.

Method of learning

- All participants will present a prepared five-minute seminar based on their work. Each presentation is followed by group discussion analysing the effective and ineffective points.
- PowerPoint presentation by Heather Silyn-Roberts of what to do and what not to do when making a scientific presentation.
- Time allowed for participants to improve their presentation, followed by the second, improved version by each participant. Group discussion after each presentation. Also practice in finishing in a professional manner when one's time has run out.
- NOTE: each participant who has gone through this course has shown a marked improvement in presentation technique and confidence in the second presentation.

Contact:

GGNB Office

ggnb@gwdg.de

0551 - 39-14002/3/4

Course ID:	S 05	Credits:	1.0	Date:	4-6 Jun 2010
Title of Course:	Working across borders, communicating across cultures I: An introductory workshop to intercultural communication for Graduate Students				
Instructor:	Alexia and Stephan Petersen				
Place:	Bildungs- und Tagungszentrum, HVHS Alte Molkerei Frille, Mitteldorf 1, 32469 Petershagen				
Participants:	min: 7	max: 20			
Duration:	2.5 days	Time on Day 1:	17:00		

Course description:*What is "intercultural communication"?*

Intercultural communication looks at a very few key cultural concepts (e.g. fact-based vs. relationship-based interpersonal interactions, individual vs. group orientation, the role of hierarchy, to name a few) and how these in their various constellations impact the communication behaviour of different cultures in every-day problem-solving, decision-making, project-planning, workplace interaction, etc. It is not about compiling simplified *do's* and *don'ts* checklists for specific countries.

Nor is it about coming up with the "correct" interpretation of every cross-cultural situation. In realistic, functional terms, intercultural communication skills enable one to first distinguish which problems encountered by workgroups are in fact cultural communication problems, rather than issues of individual personality or technical competence. In the case of a multicultural group, isolating and understanding the impact of key cultural issues on group dynamics puts one in a position to make a *reasonable* assessment of a situation and take the steps of effective action.

How do scientific and technical professionals benefit from intercultural communication skills?

The predominance of foreign students and professionals in scientific and technical programmes throughout the world means that many universities and research institutions are host to some of the most culturally diverse work teams one is likely to encounter. Within such organisations where cultural differences can be quite pronounced and rather the norm, the effectiveness of the workgroup may well hinge on the complete skills package of certain key persons; for instance, persons working in positions where they need to influence others or co-ordinate the work of others to achieve specific objectives. Given this reality, intercultural communication skills must be more than just "something extra": they are the key to accessing the full synergistic potential within a multicultural group.

Experienced managers, engineers and other internationally active professionals consistently recognise the considerable barriers posed by cultural differences, and the challenge posed to overcome them. Given this reality, it is not inconceivable that intercultural communication awareness and skills development are equally relevant and challenging as a central issue for students of all disciplines.

How can intercultural communication skills be trained?

The models and tools delivered here are conceptualised to help start the long process the learner must undertake to construct and refine his/her own cultural model through research, experience, observation and objective analysis. The workshop, therefore, trains participants in transferring their understanding of patterns of “cultural logic” into an ability to recognise and assess *reasonably accurately* cultural patterns of communication behaviour, which in turn enables informed action and solutions. Using typical, authentic case studies, real-life samples for group problem-solving activities, and role-play simulations, the strength of the design of this workshop, especially with regards to professional or academic user groups, lies in its integration of the relevant academic knowledge into a solid conceptual framework that is taught with an applications-oriented approach specifically tailored to the user's needs.

About the trainers:

Alexia Petersen is an intercultural communication trainer from Toronto, Canada, based for the last 18 years in Germany. Together with Dr. Stephan Petersen, an engineer and manager with a company active world-wide, she consults to a wide range of companies, non-profit organisations, government and cultural institutions, and also teaches intercultural communication at the RWTH Aachen and other universities in Germany. Further information about the trainer and the course they offer is available at <http://www.aspetersen.de>.

Contact:

Steffen Burkhardt

gpmolbio@gwdg.de

0551 – 39 12110

Comments:

The course is jointly organized with Hannover Biomedical Research School (HBRS).

Course ID:	S 07	Credits:	0.5	Date:	6 Apr 2010	
Title of Course:	Project management for young scientists. Taking off as a project pilot.					
Instructor:	Dr. Simon Golin <i>Golin Wissenschaftsmanagement, Hamburg</i>					
Place:	Ernst-Caspari-Haus / GZMB building, Justus-von-Liebig-Weg 11, 37077 Göttingen, seminar room 0.233					
Participants:	min. 10	max. 20				
Duration:	1 day	Time:	from	10:00 h	to	18:00 h

Course description:

New, time limited and complex – such are the tasks generally undertaken as projects. A work environment without project work is almost unimaginable nowadays. And this is not only true for the non-academic sector: Even the doctorate is a project!

Proven project management tools pave the way for the professional development and planning of projects, for competent guiding of their implementation and for their successful completion. With the help of these tools even difficult steps in the project journey can be safely navigated. During the workshop the participants familiarize themselves with the most important project management methods and instruments. The following topics are at the core of the workshop:

- Basics of project management: From design to completion of a project
- It is all about direction: Setting objectives for my projects
- How to handle the unforeseen: Strategies for dealing with difficulties
- Projects in the higher education sector: What are the idiosyncrasies of academia?
- Strengthen your strengths! How can I exploit the strengths of my project?
- Stakeholder analysis: Where do I find support for my project?
- Project management: My next steps

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Course ID:	S 08	Credits:	0.5	Date:	7 Apr 2010	
Title of Course:	Time Management in Doctoral Research. Aligning Time and Goals.					
Instructor:	Dr. Simon Golin <i>Golin Wissenschaftsmanagement, Hamburg</i>					
Place:	Ernst-Caspari-Haus / GZMB Building,, Justus-von-Liebig-Weg 11, 37077 Göttingen, seminar room 0.233					
Participants:	min. 10	max. 20				
Duration:	1 day	Time:	from	10:00 h	to	17:00 h

Course description:

Teaching, part time work, professional development, private arrangements and not least the thesis: Time pressure results in many things only being half done. In the end there is not enough time for the important tasks and you are left with the uncomfortable feeling of again not having managed everything.

It is however not difficult to improve dealing with the personal time budget. Through the implementation of established time management methods, individual disturbances can be minimised, priorities can be set and planning horizons can be determined in order to make the own work more effective.

During this workshop the participants learn the fundamentals of time management and deal mainly with the following topics:

- Basics of time management: Setting goals and priorities
- Efficiency versus effectiveness: The subtle difference
- Structuring your time: My planning horizon
- Would 'ave, could've, should've: Disturbances & time-wasters – both self-inflicted & caused by others
- Expect the unexpected: Strategies for dealing with the unplannable
- Time management: My next steps

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Course ID: **Credits:** **Date:**

Title of Course:

Instructor:

Place:

Participants:

Duration: **Time:** from to

Course description:

When PhDs make the transition into the labour market they are often expected to take on leadership responsibilities. Not only careers outside the higher education sector but also such in academia involve leadership roles – e.g. in the supervision of students or junior colleagues or the ‘lateral guidance’ of colleagues. A better understanding of leadership mechanisms is also useful in situations where one is being led, for example as a PhD candidate by a supervisor. ‘Bottom up’ leadership techniques can contribute to the success of cooperation in this context.

With sound knowledge of leadership, team dynamics can be optimized and situations of conflict better managed. New recruits can therefore grow with their leadership role and constructively work with their colleagues.

In this workshop participants will be introduced to the most important leadership styles and techniques and will acquire knowledge of the methodical approach to leadership tasks. The following topics will be covered:

- Basics of team work & leadership: An overview of leadership tasks and styles
- My leadership profile: Stocktaking of my key skills
- Ambiguous hierarchies: What does leadership mean in academia?
- Manager-employee discussions as a leadership tool: Setting common objectives
- Role change: Staff member – colleague – boss
- Keeping the peace: Conflict management and strategies for negotiation in the work place
- Being new in a position: My first 100 days as boss
- Team work & leadership competencies: My next steps

Contact:

Course ID: **Credits:** **Date:**

Title of Course:

Instructor:

Place:

Participants:

Duration: **Time:** **from** **to**

Course description:

The aim of this course is to familiarize participants with the strategies for writing successful grant applications to various funding bodies (BMBF, DFG). The corresponding funding principles will be exemplified in exercises for preparing work plans and writing abstracts for grant applications.

Contents:

- General points to consider when writing a grant application
- Structuring a story
- General points on good scientific writing
- The different parts of a grant application and their contents
- Strategies for successful grant applications: What information is necessary, how and where should it be presented?
- Differences between different funding bodies and funding principles (stress on DFG-, BMBF- and EU-funding)
- Common mistakes in grant applications and how to avoid them
- Analysis of grant abstracts provided by the participants (optional)
- Exercises for writing a grant abstract and for structuring a work plan

Contact:

Course ID:	S 11	Credits:	1.0	Date:	mid-June 2010	
Title of Course:	Ethics, Genetic Analysis, Tissue Research and Biobanking					
Instructor:	Dr. Christian Lenk Göttingen University Medical School, Dept. for Ethics & History of Medicine					
Place:	Dept. for Ethics & History of Medicine, Seminar Room / Library, Humboldtallee 36, 37073 Göttingen					
Participants:	min: 5	max: 15				
Duration:	2 days	Time:	from	9:00 h	to	17:00 h
Preparatory Meeting:	yes (date tba)					

Course description:*The workshop*

The development of the prevailing methods of genetic analysis was in many respects the start for new possibilities of scientific research. This poses also new questions for the ethical and legal regulation, for example how to deal with genetic findings of personal relevance for probands or patients. One further implication of the present importance of methods for genetic analysis is the new value of human tissue samples. This concerns also collections of body material which were put together many years or even decades ago. It is not clear at the moment whether those collections should be used for research in the future without the consent or even knowledge of the original tissue donors. Another important new approach for genetic tissue research is the establishment of large biobanks with up to 500,000 samples. The strength of these research infrastructures, the accumulation of large amounts of personal health data, is also a risk for the confidentiality of this data and the personality rights of the donors. The discussions and presentations in the seminar will focus on the one hand on theoretical issues like the current regulation of genetic analysis and the donors' personality rights and on the other hand on concrete problems from the research field.

Each participant should contribute one presentation to the seminar. Themes and materials will be distributed during the preparatory meeting. Seminar language is English.

Please read for further information on the theme also (in German):

www.bpb.de/themen/HAJJ1G.html

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Course ID: Credits: Date:

Title of Course:

Instructor:

Place:

Participants:

Duration: Time: from to

Course description:

The workshop

The students learn that their own imaginations, wishes, values and goals are the prerequisite for the position they are looking for and that they have to come up with a clear vision of what they seek before they start to search for jobs. They receive a toolbox of tips and approaches they can use to find out what they seek and how to use this knowledge to find the right career. Under consideration of their individual CVs, strengths and weaknesses they learn that job search is everywhere and anytime and that there is nothing like a "golden rule" for applications. The path from an advertisement towards the final version of an application including cover letter, resume, and a personal page is demonstrated.

Interview skills are trained with practical exercises whereby students experience both parts of the interview, as interviewer and interviewee. This change of perspectives teaches them how difficult it can be to interview an applicant and how they, as an applicant, can help the interviewer with their answers and attitude. These mock interviews teach them to foresee the purpose of questions, how to deal with difficult or illegal questions and what questions they may expect. They receive individual feedback from the coach.

Assessment Centers (ACs) become increasingly important as a tool to directly compare promising candidates for a certain position, especially if leadership skills are required as for a group leader positions in industry. Usually, this is performed as a short AC within a day but it can also mean up to five days of constant pressure. Participants get to know typical exercises of ACs, learn how to deal with them and how to develop their own style of self-marketing.

Content

- Finding out what I want: Why is it important? What values count? And do private values count? How do I find out? How do I use that knowledge?
- Job hunting: Some statistics about job hunting. Different ways of job hunting. The side of the employer. Tips and advice. Job hunt is individual.
- Interview Skills: The power of picture in the mind. Picture influence our communication. Frame and content of interviews. Tips for interviews. The most important questions. Illegal questions. After the interview.
- Assessment centers: Why are they used? What do they look for? Group discussions. Self-/Partner-Introduction. Short and spontaneous presentation.
- Writing applications: Reading an advertisement. Finding additional information. Prioritize requirements. Finding answers to the requirements. Writing an application. Using power verbs.
- Different careers: Difference between industry and academia. Alternative careers for scientists. Gathering information.

Teaching methods

- Trainer input.
- Handouts.
- Single- and group exercises.
- Role plays.
- Individual feedback.
- Feedback for participant's applications.
- Presentation of successful and failed applications.

Contact 1:

GGNB Office

ggnb@gwdg.de

0551 - 39-14002/3/4

Course ID:	S 24	Credits:	0.5	Date:	Apr 2010	
Title of Course:	Seminar on Good Scientific Practice					
Group Leader / Supervisor(s):	Reinhard Jahn					
Place:	Ernst-Caspari-Haus / GZMB building, Justus-von-Liebig-Weg 11, 37077 Göttingen, seminar room 0.233					
Participants:	min: 5	max: 20				
Duration:	0.5 days	Time:	from	8:00 h	to	12:00 h

Course description:

In the first part, the rules for writing scientific protocols and for managing and storing data will be discussed. Additional topics include do's and don'ts for writing M.Sc. and Ph.D. theses.

In the second part, appropriate and inappropriate means of handling, processing, and displaying scientific data will be discussed (e.g. sampling and statistics, image processing), with examples of "borderline" cases being presented.

In addition, the rules of appropriate scientific conduct with respect to honesty, recognition of the work of others, authorship on publications etc. will be discussed. Furthermore, the students will be familiarized with the rules of Good Scientific Practice enacted by various organizations (such as the University of Göttingen, the DFG (German Research Council), and the Max-Planck-Society).

Finally, it will be discussed what to do and how to act in cases of unfair treatment by coworkers or in cases where there is suspicion or evidence for scientific misconduct.

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Comments:	Four-hour seminar (2 x 2 h, interrupted by a break). Presentation and discussion. Handouts will be distributed.
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Course ID: **Credits:** **Date:**

Title of Course:

Instructor:

Place:

Participants:

Duration: **Time: from** **to**

Course description:

Target group:

Doctoral students at an advanced stage.

Structure:

- kick-off meeting: 20-21 April 2010 (1.5 days)
- e-mail follow-up on written texts
- follow-up meeting: 17 May 2010 (1 day)

Participants will:

- learn the principles of publication layout
- learn about presenting results and designing figures
- get introduced to general writing techniques
- individually write and improve a publication based on their own results
- learn to review texts and give feedback to others

Contents:

The workshop will give participant the opportunity to learn to produce a well structured publication based on their own results and receive individual feedback on their texts. The workshop includes a theoretical introduction which is enhanced and consolidated by the personal writing experience and individual feedback. This highly interactive approach ensures a lasting enhancement of the writing skills of the participants.

Course format:

- Interactive workshop with group work, including extensive exercises and video-examples.
- Individual feedback on written texts for all participants by the trainer and by other course participants
- Evaluation of texts provided by other participants

Contact:

Course ID: **Credits:** **Date:**

Title of Course:

Instructor:

Place

Participants:

Duration: **Time:** from to

Course description:

The workshop

1. Introduction, historical background
 2. Definition of Term „Intellectual Property“
 - Examples
 - Classification
 - Current cases in Science
 3. Possibilities for protection
 - i. Legal protection
 1. Coverage
 2. Procedure
 3. Patent searches
 - ii. International conventions
 - iii. Strategies
 4. Conflict patenting / publishing
 5. IP protection in collaborations
 6. Possibilities for exploitation
 - In universities and research institutions
 - Special rules in the German ArbNErfG
 - Direct exploitation
 - Exploitation by third parties
 - Examples of successful exploitations
 - Support by the governmental agencies
 7. Discussion and ethical views
- The course will contain exercises on patent searches, as well as a case study.

Contact:

Course ID:	W 01	Credits:	0.5	Date:	30 Mar 2010	
Title of Course:	Women only course: The Brand "Me"					
Instructor:	Marion Knaths					
Place:	European Neuroscience Institute (ENI), Grisebachstr. 5, 37077 Göttingen, seminar room 2.006					
Participants:	min: 8	max: 12				
Duration:	1 day	Time:	from	9:30 h	to	17:30 h

Course description:*The workshop*

How come that some persons are very successful and others are not? More effort or better results are hardly ever the only reason for career advancement. The quality of your work is only one requirement, the perception of your person, however, is vital for your career.

You will learn how to develop the image of your person into a successful brand.

- Why is it so important how we appear to other people?
- How do I design my individual image?
- 10 key components to build the brand "Me"
- Appearance – communication – behavior

The trainer

When you start as a nobody in a big corporation at the age of 19 and are being offered the position of vice president at a major American public company at the age of 34, you have probably done something decisively right. In order to bring this "decisive something" to others, Marion Knaths founded *sheboss* in 2004.

At the same time she started a consulting company applying the expertise in purchasing, controlling and marketing she had acquired at OTTO to new clients, in order to expand her know-how beyond the mail-order business.

She started her professional career with the "Hamburger Model", a specific German form of integrated Bachelor of Business Administration that includes internship in a major corporation. She held the positions of re-buyer, head of controlling, and head of marketing in Children's Wear. She switched to Women's Wear at the age of 30, where she headed up the project "Young Fashion" and became head of economics and re-buying of the Women's Wear division, becoming the youngest member of OTTO's executive staff.

She has a passion for anything she does, and her sense of humour enables her to face the challenges of life with a pinch of salt. With her inspiring style of speech she delivers even the driest topic in an entertaining and comprehensive way.

Published Books

2006 - Vom Krebs gebissen, Hoffman & Campe

2007 – Spiele mit der Macht, Hoffman & Campe

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Course ID:	W 02	Credits:	1.0	Date:	7-8 May 2010	
Title of Course:	Women only course: Effective leadership and successful negotiations					
Instructor:	Elisabeth Schick					
Place:	Ernst-Caspari-Haus / GZMB building, Justus-von-Liebig-Weg 11, 37077 Göttingen, seminar room 0.233					
Participants:	min: 8	max: 12				
Duration:	2 days	Time:	from	10:00 h	to	18:00 h

Course description:*Goals of the Workshop*

- Learn how to assert yourself and effectively negotiate as a team member
- Getting to know the different aspects characterizing a successful team leader

Contents

- Strategies for team members: stand up for your interests
- Rivalry and co-operation
- Fundamental principles of successful leadership
- Motivating your team members
- Team building
- Introduction to the situational approach of team leadership

Methods

- Practicing and reviewing of concrete situations in role plays

The trainer

Elisabeth Schick was the CEO of *Dealpilot.com* and *DealTime Europa* (today: *shopping.com*) and a consultant with Boston Consulting Group and at Bertelsmann AG before starting her own business as a trainer and consultant. Her focus is management training for women.

Contact:	GGNB Office	ggnb@gwdg.de	0551 - 39-14002/3/4
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Course ID: **Credits:** **Date:**

Title of Course:

Instructor:

Place:

Participants:

Duration: **Time on day 1: from** **to**

Time on day 2: from **to**

Course description:

The workshop

When PhDs make the transition into the labor market they are often expected to take on leadership responsibilities. Not only careers outside the higher education sector but also such in academia involve leadership roles – e.g. in the supervision of students or junior colleagues or the ‘lateral guidance’ of colleagues. A better understanding of leadership mechanisms is also useful in situations where one is being led, for example as a PhD candidate by a supervisor. ‘Bottom up’ leadership techniques can contribute to the success of cooperation in this context.

With sound knowledge of leadership, team dynamics can be optimized and situations of conflict better managed. New recruits can therefore grow with their leadership role and constructively work with their colleagues.

In this workshop participants will be introduced to the most important leadership styles and techniques and will acquire knowledge of the methodical approach to leadership tasks. The following topics will be covered:

- >> Basics of team work & leadership: An overview of leadership tasks and styles
- >> My leadership profile: Stocktaking of my key skills
- >> Ambiguous hierarchies: What does leadership mean in academia?
- >> Manager-employee discussions as a leadership tool: Setting common objectives
- >> Role change: Staff member – colleague – boss
- >> Keeping the peace: Conflict management and strategies for negotiation in the work place
- >> Being new in a position: My first 100 days as boss
- >> Team work & leadership competencies: My next steps

The trainer

Eva Himmelsbach used to work as a nurse before studying psychology. She has been working as a trainer, consultant and coach since 1996.

Contact:

Course ID:	L 13-16	Credits:	1.0 per module	Date:	Apr–Jun 2010
Title of Course:	German language courses: WEEKLY, Module 3				
Instructor:	Language teachers of <i>Lektorat Deutsch als Fremdsprache</i>				
Place:	tba				
Participants:	min: 5	max: 20			
Duration:	2 h / week	Time:	from	evening	to

Course description:

Weekly German language courses are offered by GGNB at four different levels:

Level A 0: For beginners without any background or previous course

Level A1: For students with some basic knowledge but no established communication skills in the German language (e.g. after completion of an A0 level course).

Level B: For students with slightly advanced knowledge of and with basic communication skills in the German language (e.g. after completion of an A1 level course).

Level C: For students with advanced knowledge of and with advanced communication skills in the German language (e.g. after completion of a B level course)

Students are assigned to courses according to their self-assessment. The trainers will advise on the first day of the course, whether the chosen level is appropriate or whether the participant should switch to another course.

Continuous attendance within each module is required!

*Applications for German language courses are **not** made through the GGNB online system at this point in time. Instead, the GGNB office will circulate calls for applications by e-mail approx. 4-6 weeks before the start of each course / module. This e-mail will include a sign-up form for the language courses and further instructions.*

Contact:	Prof. Michael Hörner	gpneuro@gwdg.de	0551 - 39-12307
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Course ID:	L 21	Credits:	1.0 per module	Date:	Apr–Jun 2010	
Title of Course:	Scientific English for PhD students in the natural sciences – Basic Level, Module 3					
Instructor:	Mr. Darrin Miral, Coordinator Scientific English, ZESS, University of Göttingen					
Place:	tba					
Participants:	min: 5	max: 20				
Duration:	2 h / week	Time:	from	19:00	to	20:30

Course description:

The main objective of this course is to improve your speaking skills through presentations on and discussion of the latest scientific breakthroughs. Additional objectives include improving your pronunciation of scientific vocabulary, increasing your knowledge of expressions and vocabulary commonly used in journal articles, and introducing you to the style of journal articles. To reach these goals, we will use a variety of media including podcasts, videos, news articles, and journal articles.

Continuous attendance is required!

This course is best suited for students within the first and second year of their doctoral studies.

*Applications for English language courses are **not** made through the GGNB online system at this point in time. Instead, the GGNB office will circulate calls for applications by e-mail approx. 4-6 weeks before the start of each course / module. This e-mail will include a sign-up form for the language courses and further instructions.*

Contact:	Prof. Michael Hörner	gpneuro@gwdg.de	0551 - 39-12307
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Course ID: **Credits:** **Date:**

Title of Course:

Place:

Participants:

Duration: **Time:** **from** **to**

Description:

The excursion will include a visit of the R&D facilities, a company presentation and a meeting with representatives of the human resources department.

According to the current planning, the visit of BASF will be combined with a visit of research facilities on the University of Heidelberg campus "Neuenheimer Feld" with an overnight stay in Heidelberg.

Further details will be circulated by e-Mail as soon as they become available.

Contact:

Course ID: **Credits:** **Date:**

Title of Course:

Place:

Participants:

Duration: **Time:** **from** **to**

Description:

The excursion will include a visit of the R&D facilities, a company presentation and a meeting with representatives of the human resources department.

According to the current planning, the visit of KWS Saat AG will be combined with a guided city tour through the historic center of the city of Einbeck.

Further details will be circulated by e-Mail as soon as they become available.

Contact: