

Professional Skills Courses, Language Courses, Industry Excursions Mar-Aug 2011

* Course will also be offered in the next course announcement (Sep 2011 - Feb 2012)

Trainer	ID	* Title of Course	Credits	Date
Scientific Communication				
Schütte, Christina	S 26	Writing scientific publications	1.5	4-5 May and 7 Jul 2011
Silyn-Roberts, Heather	S 01	* Effective scientific communication: journal papers, seminar or conference presentations, and posters	1.5	8-10 Jun 2011
Schütte, Christina	S 10	* Grant writing for scientists	0.5	3 May 2011
Yagoda Shagham, Janet	S 04	Science and medical writing for the public	2.5	18-25 and 30-31 May 2011
Hamann, Sabine	S 32	Adobe Illustrator Beginners' Course	0.5	27 Jun 2011 (Group A) 28 Jun 2011 (Group B)
Good Scientific Practice and Intellectual Property				
Jahn, Reinhard	S 24	* Seminar on good scientific practice	0.5	17 Mar 2011
Lenk, Christian	S 11	Ethics, genetic analysis, tissue research and biobanking	1.0	mid-Jun 2011
Self-Management and Organizational Skills				
Golin, Simon	S 07	* Project management for young scientists. Taking off as a project pilot	0.5	20 Apr 2011
Golin, Simon	S 08	* Time management in doctoral research. Aligning time and goals	0.5	21 Apr 2011

Hasse, Friedrich	S 30	Improved Reading	1.0	31 Mar -1 Apr 2011
Mohr, Gunda	S 31	Conflict Management for doctoral candidates	0.5	11 Apr 2011
Career Development				
Golin, Simon	S 09	Team work & leadership competencies in academia and beyond	0.5	6 Jun 2011
Petersen, Alexia and Stephan	S 05	Working across borders, communicating across cultures I: An introductory workshop to intercultural communication for graduate students	1.0	6-8 May 2011
Petri, Ralf	S 15	Job hunting, interview skills and assessment centers	1.0	19-20 May 2011
Women-Only Courses				
Knaths, Marion	W 01	The Brand "Me"	0.5	22 Jun 2011
Schick, Elisabeth	W 05	Empowerment	1.0	23-24 May 2011
German Language Courses				
Lektorat Deutsch als Fremdsprache	L 13	German language weekly course - Level A0 (module 3; 2 h/week)	1.0	Apr-Jun 2011
Lektorat Deutsch als Fremdsprache	L 14	German language weekly course - Level A1 (module 3; 2 h/week)	1.0	Apr-Jun 2011
Lektorat Deutsch als Fremdsprache	L 15	German language weekly course - Level B (module 3; 2 h/week)	1.0	Apr-Jun 2011
Lektorat Deutsch als Fremdsprache	L 16	German language weekly course - Level C (module 3; 2 h/week)	1.0	Apr-Jun 2011

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 2011
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Industry Excursions

Industry Excursion	X 07	Phywe Systems	0.5	17 May 2011
Industry Excursion	X 08	Coherent Deutschland GmbH (formerly Lambda Physik) (<i>tbc</i>)	0.5	<i>tba</i>
Industry Excursion	X 09	Sanofi-Aventis (<i>tbc</i>)	0.5	<i>tba</i>
Industry Excursion	X 09	Qiagen (<i>tbc</i>)	0.5	<i>tba</i>

Course ID:	S 01	Credits	1.5	Date:	8-10 June 2011	
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, 37077 Göttingen, seminar room 0.232					
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: **Credits:** **Date:**

Title of Course:

Instructor:

Place:

Participants:

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

Course description:

The workshop
There are many career opportunities for people able to translate and interpret medical and scientific information for peer and public readers. In addition to print and broadcast media, science writers work for universities, hospitals, industries, museums and government agencies. Freelancing is another satisfying way to approach this profession.

Students who take this class will learn the art and craft of writing for public audiences. The class format includes lecture and discussion, field trips, workshop time and critiques. Students may write 2 to 3 articles and have the potential to publish one article in the MPI News. Writing opportunities may include:

- The NEURIZONS Conference and Career Fair that takes place from May 25 to May 28. Co-registration with the Neurizons Conference is encouraged.
- An article on a field trip to a local company, museum, exhibition etc.

Contact:

Course ID:	S 05	Credits:	1.0	Date:	6-8 May 2011
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:	tba				
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 worldwide, 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: **Credits:** **Date:**

Title of Course:

Instructor:

Place:

Participants:

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

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

Contact:

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

Title of Course:

Instructor:

Place:

Participants:

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

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

Contact:

Course ID:	S 09	Credits:	0.5	Date:	6 June 2011	
Title of Course:	Team work & leadership competencies in academia and beyond					
Instructor:	Dr. Simon Golin <i>Golin Wissenschaftsmanagement, Hamburg</i>					
Place:	Ernst-Caspari-Haus / GZMB Building, Justus-von-Liebig-Weg 11, 37077 Göttingen, seminar room 0.232					
Participants:	min. 10	max. 20				
Duration:	1 day	Time:	from	9:00 h	to	17:00 h

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

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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 2011	
Title of Course:	Human Enhancement and Transhumanism from an Ethical Perspective					
Group Leader / Supervisor(s):	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: 10				
Duration:	2 days	Time:	from	9:00h	to	17:00 h
Preparatory Meeting:	Yes (date tba)					

Course description:

Starting with concrete projects for gene therapies in the 1980s there existed also new concerns regarding the possibility of an enhancement of humans by genetic interventions. Today, thirty years after these first concerns, human enhancement was established as an important field in medical ethics, due to developments and applications in aesthetic surgery, endocrinology, gene therapy, neurology, psychopharmacology and sports medicine. In the UK, a *Transhumanist Society* was founded with the aim to overcome the *conditio humana* by biotechnical means.

In the seminar, we will address the following themes:

- How can human enhancement be described?
- What practical applications for human enhancement do already exist?
- Aims and context of the *Transhumanist Society*
- Social context of human enhancement
- The ethical evaluation of human enhancement and transhumanism

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

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Course ID:	S 15	Credits:	1.0	Date:	19-20 May 2011
Title of Course:	Job hunting, interview skills and assessment centers				
Instructor:	Dr. Ralf Petri Max Planck Institute for Biology of Ageing, Cologne				
Place:	Ernst-Caspari-Haus / GZMB building, Justus-von-Liebig-Weg 11, 37077 Göttingen, seminar room 0.233				
Participants:	min: 5	max: 15			
Duration:	2 days	Time:	from	10:00 h	to 18:00 h

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. Pictures 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:

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

Title of Course:

Group Leader / Supervisor(s):

Place:

Participants:

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

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.

Contact:

Comments:

Course ID: Credits: Date:

Title of Course:

Instructor:

Place:

Participants:

Duration: Time: from to

Course description:

Target group:

Doctoral students at an advanced stage.

PLEASE NOTE: workshop is directed at students working on a manuscript!

Structure:

- kick-off meeting: 4-5 May 2011 (1.5 days)
- e-mail follow-up on written texts
- follow-up meeting: 7 July 2011 (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:

Improved Reading: 2 days of training that change the way you read

Reading is a crucial ingredient for productivity in the workplace and as a gateway to knowledge. Yet, reading training usually stops at Primary school, and nowadays we are ill equipped for dealing with the mass of information confronting us.

Our aim on the course is to double your reading efficiency. The Improved Reading course offers 2 intense and fulfilling days of reading training. In these 12 hours 80% of the work is physical exercises: Drilling the eyes in more efficient, forward orientated habits is crucial to our course. Each single minute of the course is carefully planned, one learning step building upon the other, to enable the immediate success of each participant.

Our priority is text comprehension – which is only possible by increasing speed and developing a flexible reading strategy. The brain can take in information at speeds of 800-1000wpm (words per minute) and if we only read at 200 wpm (average in German language), we are only using a quarter of our capability. This necessarily leads to distraction and misunderstanding. Conclusion: The speed helps concentration and comprehension.

Improved Reading was developed in Australia 40 years ago and has spread all over the world. Over 3 million participants have taken the course. It has been running in Germany since 2001. We offer courses to organisations like Deutsche Bank, Deutsche Telekom, KPMG, Procter&Gamble, e.on and the Bundestag (German Parliament) to name just a few. We also carry out important work at universities and schools. With our broad and expanding organization, we can present and conduct our course all over Germany.

Course contents:

- Analysis of existing reading skills, detection of restricting habits
- Exercises for reducing the three main reading faults, partly supported by specially developed technical devices
- Introduction and training of new reading techniques and of a flexible reading strategy
- Demonstration of the relationship between reading technique and concentration/memory retention
- Motivating reading tests, in which participants ascertain their progress in objective figures (among others the Effective Reading Rate) and learn how to implement their new techniques in their everyday work
- For more information (including press reports and evaluations) see www.improved-reading.de (German)

Contact:

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

Title of Course:

Instructor:

Place:

Participants:

Duration: **Time:** from to

Course description:

Conflicts are unavoidable in the normal course of the working life, in academia as well as outside. Whether it is about subject specific differences, competition amongst colleagues or disagreements with the supervisor or boss – there are plenty of potentially explosive situations. But it does not have to come to a detonation which damages the atmosphere in the long run!

It is not difficult to deal with conflicts in a constructive manner and to solve them before they grow into a substantial problem. If conflict is neither ignored nor allowed to escalate into a personal power struggle and the own as well as the others' motives are reflected upon, one can act consciously instead of only reacting emotionally. This way there is a chance of finding a solution with which all parties are satisfied.

This workshop conveys fundamental knowledge about dealing with conflict and trains the powers of observations as well as negotiation skills. The participants learn to better judge the impact of their behaviour and to develop strategies for solving conflicts. The workshop focus is:

- >> Basics of conflict management:
Subject and interpersonal levels in conflict situations
- >> Give way and stop signs:
Offering leeway, setting boundaries
- >> Bad weather warning:
Recognising conflict causes and signals in time
- >> An eye for an eye until the bitter end?
Win-win solutions as an alternative
- >> Looking in from the outside:
Mediation as a tool for solving conflicts
- >> Conflict management:
My next steps

Contact:

Course ID:	S 32	Credits:	0.5	Date:	27 June 2011 (Course A) 28 June 2011 (Course B)	
Title of Course:	Adobe Illustrator Beginners' Course					
Instructor:	Sabine Hamann <i>hamann concepts, Hamburg</i>					
Place:	Ernst-Caspari-Haus / GZMB building, Justus-von-Liebig-Weg 11, 37077 Göttingen, seminar room 0.232					
Participants:	min: 5	max: 20				
Duration:	1 day	Time:	from	10:00h	to	17:00h

Course description:

This Adobe Illustrator beginners' course is an introduction to the basics of graphic design and illustration with Adobe Illustrator and will allow you to create and edit simple artwork and designs, including poster presentations.

Level: beginners introduction

Software: Illustrator CS4

Adobe Illustrator course requirements: You should have good computer skills. Some previous knowledge of design software would be helpful, but not essential.

Contents:

Introduction – Become familiar with the interface and how to modify its appearance to suite your workflow requirements.

Managing documents – Learn how to open, setup and manage document size, orientation, format and artboard properties.

Applying colour – Look at techniques specifying and applying color strokes and fill swatches. As well as an overview of the Stroke and Swatches panels.

Type – Learn how to apply point and area type to artwork. As well as character and paragraph formatting.

Styles and Effects -This part covers topics on creating and applying special effects and ways in which object appearance. Once saved, these „styles“ can be re-applied to multiple objects, saving you valuable time.

Creating basic shapes and objects – Learn how to create simple shapes, lines and grid objects with preset line tools.

Layers – Manage content by separating your artwork onto separate layers. This can simplify the editing process and allow you to see only what is relevant to the task at hand.

Pictures and graphics – Learn how to place pictures, create and edit masks to hide parts of an image or composition.

Selecting and arranging content – Before you can edit vector graphics you must first know how to select, place and arrange them on the artboards. Including techniques for hiding, locking and duplicating objects.

Libraries – Look at methods for storing commonly utilized swatch, brush, styles and symbol items.

Modifying shapes – Using pathfinder panel to merge, join and divide objects as well transforming object scale, shear, angle, and reflect properties.

Output – Learn how to save files for print and web. Including printing and exporting files for other applications.

Contact:	GGNB Office	ggnb@gwdg.de	0551 - 39-14002/3/4
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Course ID:	W 01	Credits:	0.5	Date:	22 June 2011	
Title of Course:	Women only course: The Brand “Me”					
Instructor:	Marion Knaths <i>sheboss, Hamburg</i>					
Place:	Ernst-Caspari-Haus / GZMB building, Justus-von-Liebig-Weg 11, 37077 Göttingen, seminar room 0.232					
Participants:	min: 8	max: 12				
Duration:	1 day	Time:	from	10:00h	to	18:00h

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

Contact:	GGNB Office	ggnb@gwdg.de	39-14002/3/4
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Course ID:	W 05	Credits:	1.0	Date:	23-24 May 2011	
Title of Course:	Women only course: Empowerment					
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	10:00h	to	18:00h

Course description:**Objectives:**

- To improve individual self-assertion capabilities
- To learn the basic principles of successful negotiations
- Basics for successful talks (esp. to ask for something and to say no)
- Strategies what to do in difficult meeting or negotiation situations
- Strategies how to be successful in negotiations about placement on the author list, salary negotiations, working conditions
- Decisive factors for successful self-assertion, e.g. hierarchy, influence, informal organizational structure

The main focus of this seminar will be on the topic self-assertion. How you can get what you want without damaging the ongoing professional relationship. Furthermore quite often it is possible to create a win-win situation, we will look when and how this is possible. The seminar starts with the introduction of the concept of successful negotiations (Harvard concept). Based on this approach we will look for win-win situations and learn the basics for successful self-assertion. We will also look on decisive factors like informal organizational structures and if necessary we will also train basic soft skills like self-presentation capabilities in order to enable each participant to lead convincingly talks or negotiations.

Content:

Part 1: Successful negotiations (1/2 day)
Part 2: Basics of self-assertion (1/2 Tag – ¾ Tag)
Part 3: Improving your own self-assertion capabilities (1/2 day)
Part 4: Individual benefit from this seminar (1/4 day)

Methodology:

- Role-playing games
- Discussion in small teams and team work
- Video recording (optional)
- Feedback
- Monday-morning-action

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

Title of Course:

Place:

Participants:

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

Course description:

For almost 100 years PHYWE has been developing, producing, supplying and installing

- scientific equipment
- experiments and
- solution systems

for school education and scientific research.

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

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

Course description:

Coherent, Inc., is the world's largest laser manufacturer.
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

Course description:

Sanofi-Aventis is a multinational pharmaceutical company, the world's fourth-largest by prescription sales. Frankfurt-Höchst is their largest site with almost 8000 employees in research & development and production.

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

Contact:

GGNB Industry Excursions: March – August 2011

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

Title of Course:

Place:

Participants:

Duration: **Time:** from to

Course description:

Qiagen is a provider of sample and assay technologies for molecular diagnostics, applied testing, academic and pharmaceutical research.

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

Contact: