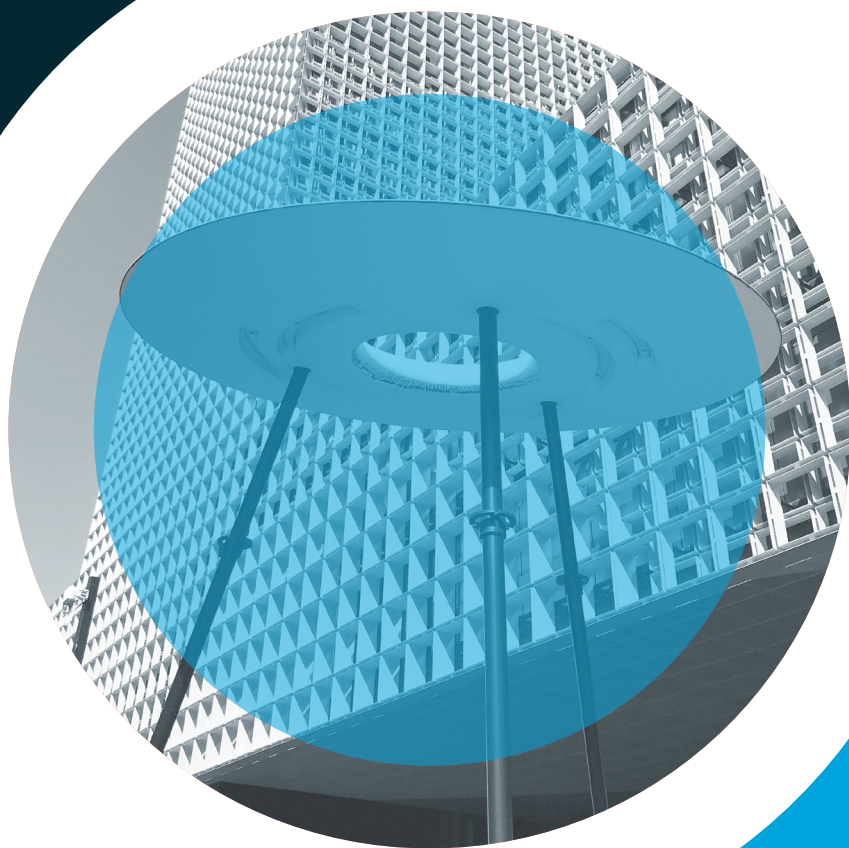


Transferable for doctoral researchers | Skills

Learning & Development

Office of the Vice-Rector for
Academic and Student Affairs



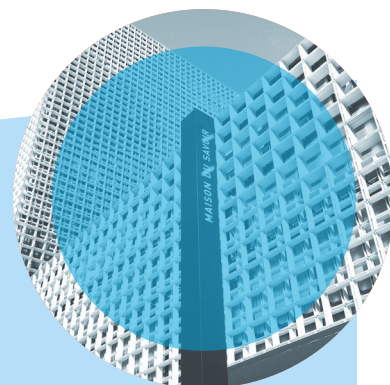
WINTER SEMESTER
2025-2026

CATALOGUE

Ref & Format	Training event	Dates	Timing
25-26WIN-HAPPY Hybrid: in-class & online	Happy Doctorate: bringing care to your wellbeing & stress Instructor: Dr. Maurizio Cortesi	08, 15, 22, 29 October 05, 12, 19 November 2025	See Moodle program
25-26-WIN-RAWA Online	Research Article Writing – Group A Instructor: Dr. Mark Carver	08, 29 October, 12, 26 November, 03, 10 December 2025	10:15 – 12:45
25-26WIN-CRIT In-class	Critical Thinking Instructor: Dr. Mila Marinova	15, 16, 17 October 2025	Day 1 : 9:30-15:45 Day 2 & 3: 9:30-15:15
25-26WIN-DESCOM In-class	Science Communication Instructor: Dr. Dirk Hans	21, 22 October, 19, 20 November 2025	Day 1-2-3: 9:00-18:00 Day 4: 9:00-16:00
25-26WIN-ECR In-class	Cohérence, progression et motivation entre pairs: écrire sa thèse de doctorat Instructor: Dr. Eve Lejot	22, 29 October, 12, 19 November, 03 December 2025, 14, 28 January 2026	8:30-11:45
25-26WIN-FAIL Hybrid: in-class & online	Managing Failure, Stress, and the Unexpected in Doctoral Research Instructor: Dr. Laurence Theunis	27, 30 October, 10 November 2025	Day 1-2 :9:00-12:30 Day 3 : 9:00 – 5:00
25-26WIN-LEAD In-class	Leadership Skills for Women Instructor: Ms. Monika Palacios Gallo	28, 29 October 2025	9:00-17:00
25-26WIN-CM In-class	Conflict Management Instructor: Ms. Monika Palacios Gallo	30, 31 October 2025	9:00-17:00
25-26WIN-CONF Hybrid: in-class & online	Conference Skills Instructor: Dr. Paula Villegas	31 October, 07, 14, 21, 28 November, 05 December 2025	10:15-12:45

Ref & Format	Training event	Dates	Timing
25-26WIN-TEA Online	Developing your Teaching Skills Instructor: Dr. Susan Dunn	03, 04, 05 November 2025	9:00-12:30 on 3 & 4 Nov 9:00-12:00 on 5 Nov
25-26WIN-RAWB Online	Research Article Writing - Group B Instructor: Dr. Mark Carver	03, 17 November, 8, 15 December 2025, 12, 19 January 2026	15:00 – 17:30
25-26WIN-GSPO Online	Good Scientific Practice - Online Instructor: Dr. Michael Gommel	05, 06, 07 November 2025	Day 1 & 2: 9:30- 16:15 Day 3: 9:30- 12:15
25-26WIN-DEF In-class	Finding your voice. Skills for a Suc- cessful Defense. Instructor: Dr. Ruth Reicher & Ms. Claire Thill	7,11,18,19 November 2025	13:00-17:00
25-26WIN-START In-class	Starting Research Instructor: Dr. Claire Godet	11, 12, 13, 14 November 2025	9:00-13:00
25-26WIN-CAR In-class	Boost your Career Instructor: Dr. Laurence Theunis	11, 12, 25, 26 November 2025	9:00-17:00
25-26WIN-ADVTEA In-class	Advanced Teaching Skills Instructors: Dr. Claudine Kirsch & Margault Sacré	11, 25 November 2025	9:00-17:00
25-26WIN-NET Hybrid: in-class & online	Empowering Your Doctorate Journey and Building a Strategic Network Instructor: Dr. Laurence Theunis	24 November 2025, 20, 21 January 2026	Day 1: 9:00- 17:00 Day 2-3: 9:00- 12:30
25-26WIN-REL Online	Managing your Relationship with your Thesis Director Instructor: Dr. Stephanie Hann	25, 26, 27, 28 November 2025	9:00-13:00

Ref & Format	Training event	Dates	Timing
25-26WIN-PM Online	Project Management for your PhD Instructors: Mrs. Aurora Gualtieri & Dr. Claire Godet	26 November, 03, 17 December 2025, 14, 28 January, 04 February 2026	14:00-16:00
25-26WIN-COMM In-class	Communication Skills Instructor: Ms. Martina Peskol- ler-Fuchs & Dr. Brent Epperson	01, 02 December 2025	9:00-17:00
25-26WIN- GSPK In-class	Good Scientific Practice - Kirchberg Instructor: Mr. Tom Lindemann	03, 04 December 2025	9:00-17:00
25-26WIN-HE In-class	Working Towards the Certification of Associate Fellowship Instructor: Dr. Claudine Kirsch	8 December 2025, 16 January 2026	9:00 - 14:00
25-26WIN-GRANT Online	Grant Writing Instructor: Dr. Karin Bodewits	9, 10, 11, 12 December 2025	9:00-11:30
25-26WIN-INTERC In-class	Intercultural Skills Instructor: Dr. Veronika Lovrits	11, 12 December 2025	9:00-17:00
25-26WIN-VISUAL Online	Visual Communication of Science Instructor: Dr. Jernej Zupanc	17 December 2025	9:00-13:30
25-26WIN- GSPB In-class	Good Scientific Practice - Belval Instructor: Mr. Tom Lindemann	12, 13, 14, 15 January 2026	9:00-13:00
25-26WIN-DATA In-class	Data Visualization and Statistical Graphics (with Python) Instructor: Dr. Philippe Van Kerm	22, 23 January, 02 February 2026	Day 1-2 : 11:00- 12:30 / 13:30- 15:00 Day 3 : 13:30- 16:30



- ✔ All these courses are open to doctoral candidates enrolled at the University of Luxembourg.
- ✔ Doctoral candidates from Luxembourg Institutes may participate if seats are available.
- ✔ Visiting doctoral candidates should contact Transferable Skills (TS) Team beforehand, and requests will be handled case by case.
- ✔ Registration forms and detailed descriptions are available on Moodle under „Doctoral Education > Transferable Skills“ folder.
- ✔ Dates and formats are subject to change during the semester, please check Moodle regularly for updated information.
- ✔ Registrations start approximately 1 month before course starting date at 02:00 PM, unless stated otherwise on the Moodle Registration page.
- ✔ **Please check that you belong to the right target group** for each course (ex: 1st year, 2nd year, ..., all PHDs...) **before registering**, to ensure a fair and smooth registration process.
- ✔ Registrations are handled on a „first come, first served“ policy and no exception will be made. A waiting list is available to show your interest for a fully booked event
- ✔ 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 be found on Moodle.
- ✔ **Please note that each Doctoral School offers also TS courses, check them out here: [DSSE](#), [DSHSS](#), [DSEFM](#), [DSL](#).**

For further information, please contact the TS Team (ts@uni.lu).

PARTICIPANT COURSES' LIFE CYCLE

WHAT TO DO?

1. Please check target group
2. Please check your availabilities for all dates

1. Registration on moodle : "First come, first served"
2. Registration confirmation sent from TS (+/- 4h)

Check Pre course work

1. Be on time
2. Follow lecturer's instruction
3. 100 % attendance is required
4. Fill in the evaluation form

Check DEADLINE and SUBMIT the Post course work, if applicable

TS COURSE FLOW AND RULES

TS
CATALOGUE
PUBLICATION

REGISTRATION
OPEN

3
WEEKS
BEFORE

1
WEEK
BEFORE

DURING
TS
COURSE

AFTER
THE
COURSE

ADMIN PROCESS

Contact
TS@uni.lu for
questions

Cancellations per mail at TS@uni.lu
accepted without certificate

Cancellations
excused only
with certificate
of sickness

Contact
TS@uni.lu in case
of absence

Successful
participant receive
a Moodle
notification that
ECTS are encoded
in PhD portal by DS

HAPPY DOCTORATE – BRINGING CARE TO YOUR WELLBEING & STRESS



KEY COMPETENCIES

- Wellbeing
- Time and focus management

COURSE WORK

Pre-course work (1h):

Reflect on your needs and intentions in taking part in this workshop series. This is essential, as it will allow us to better focus on our group's needs.

In-between session work (20h):

Exploring the different topics and practices in the context of one's life (at home and at work). Keeping a journal of personal observations and discoveries. We will learn together from our own practice and reflection. This is to be considered an essential part of your work and engagement in taking part in this course.

Post-course work (17h):

You are expected to find a specific perspective on one of the explored topics (or practices) and write a brief essay (between 5 and 6 pages, cover and references pages excluded), including some scientific evidence supporting your perspective; some personal reflections based on your practical experience during the course; some critical considerations of benefits and pitfalls of the investigated approach or practice.

Course reference: 25-26WIN-HAPPY

Facilitator: Dr Maurizio Cortesi

Dates: 8, 15, 22, 29 October 2025
5, 12, 19 November 2025

Time: 08/10 (in-class): 14:00-17:00
15/10 (online): 16:30-17:30
22/10 (in-class): 15:00-17:00
29/10 (online): 16:00-17:00
05/11 (in-class): 15:00-17:00
12/11 (online): 16:00-17:00
19/11 (in-class): 14:00-17:00

Target group: 1st and 2nd year doctoral candidates have priority.
3rd year doctoral candidates are also accepted, should seats remain available.

Location: On-site (Belval) & online

ECTS: 2

Total Workload: 51 hours

- In person: 13h
- Pre-course work : 1h
- In-between session work: 20h
- Post-course work: 17h

[Registration](#) >

HAPPY DOCTORATE - BRINGING CARE TO YOUR WELLBEING & STRESS



DESCRIPTION

Engaging in doctoral studies is a very exciting and attractive opportunity, one filled with novelty, curiosity, learning, and new encounters. Yet, it is one also filled with many challenges (such as deadlines, meetings, conferences, supervision, teaching activities, teamwork, etc.), change, professional and personal endeavors, and uncertainty.

For some candidates this time coincides with moving away from home to a new country, sometimes for the first time (or once more). Because of this, one can sometimes experience a sense of isolation and miss the support of family and friends. The experience can be filled with joys, discovery, motivation, pleasant and unpleasant moments, challenging interactions with one's supervisor(s), moments of self-doubt (or doubt in general): this can all be somehow new and impacting one's wellbeing physically, mentally, and emotionally.

During this journey together, we will meet every week over the course of almost 2 months, alternating between on-site sessions and online check-ins. We will explore perspectives and strategies that might help us integrate better ways to manage attention (and time), stress, and build resilience. We will invite experiential practices to investigate and familiarize **with attention dynamics and concentration; with stress reactivity and regulation; with our habitual patterns and our capacity for flexible and adaptive responses; and, with the ways we can build and cultivate resources for wellbeing over time** (as a preventive measure, as well as during a crisis; individually, as well as collectively).

The workshops series aims to be highly experiential (with some theoretical background information) and a broad overview of the proposed topics (each of which could require multiple weeks of exploration in itself). You will be invited to engage in the practices/exercises that will be offered during the sessions and in-between sessions for your own exploration and integration. The offered practices are well researched and there is supporting evidence of their potential benefits. Most will be inspired by: mindfulness-based programs (such as MBSR, MBT and MSC); resilience approaches; positive psychology and neuroscience; various approaches to attention, concentration, and habit formation.

As with every practice, it might be relevant to the person and his/her context in a specific time of life, or not; as with every practice, we get better over time and we don't master it right away, but only as much as we are willing to invest and try and integrate over time. We will learn from the discoveries and obstacles that we will experience during the sessions and while practicing at home. We will take time to reflect individually and to share in smaller groups as well as in the wider group.

We are not expected to be perfect, nor to become perfect: just bring in a sense of curiosity and engagement.

Important: due to the nature of the topics and of the exploration we will share, attendance to all sessions is expected and is to be envisioned as a valuable support for the wellbeing of the group and of each of the participants, honoring the individual and collective foundations of wellbeing and care. We are, after all and to begin with, individuals who are deeply embedded in groups and communities, and strongly dependent on social relations.

- Knowing the basics of attention dynamics
- Integrating practices for attention and concentration
- Uncovering and developing some beneficial personal strategies for attention and time management
- Understanding the main theory of stress reactivity (the 3 Fs)
- Understanding how stress impacts the body-mind
- Knowing the difference between reactivity and responsiveness
- Integrating strategies for stress regulation
- Knowing the importance of building resources for resilience over time
- Integrating beneficial practices for resilience and wellbeing
- Honing awareness and reflection on one's own situation and needs
- Discovering and integrating adaptive and flexible approaches to one's wellbeing
- Appreciating the interacting between attention, resources, and stress and emotional experience
- Understanding ways individual and collective wellbeing impact each other

KEY COMPETENCIES

- Writing skills
- Analytical thinking
- Feedback sharing

COURSE WORK

Pre-course work: Preparation for the first class session (released one week before through Moodle).

In-between workload:

- a) Preparation for workshop sessions and submission of tasks (24 hours)
- b) Writing and revising own texts (20 hours)
- c) Peer review (8 hours)
- d) Consultation and revision of text (4 hours)

Post-course work: Improved draft to be discussed in a one-on-one tutorial, booked through [Book time with Mark Carver](#).

Course reference: 25-26-WIN-RAWA

Facilitator: Dr. Mark Carver

Dates: 8 & 29 October, 12 & 26 November, 3 & 10 December 2025

Time: 10:15-12:45

Target group: This course is only for those who are currently writing a research article.

Location: Online

ECTS: 3

Total Workload: 77 hours

- In person: 15h
- Pre-course work : 6h
- In-between session work: 48h
- Post-course work: 8h

Registration >

DESCRIPTION

This course 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, editing and reflecting on your research article.

This is not a language course (for academic language courses, consult the University of Luxembourg Language Centre site). This intensive course requires preparatory work every session and combines class sessions, research article writing, independent learning tasks, peer feedback and an individual consultation with the lecturer. Please see the schedule below.

To get the 3 ECTS, you need to:

- 1) **complete all independent learning tasks;**
- 2) fully participate in at least four of the six workshops, submitting preparatory work for the three workshops where this is required;
- 3) submit part of a research article you're writing with reflection (two submissions);
- 4) provide peer feedback to at least two people from your assigned peer review group;
- 5) attend one individual writing consultation.

Learning outcomes are:

- Understanding the structural, stylistic and rhetorical features of academic writing in general and discipline-specific research articles in particular through engaging with course materials;
- Revising texts according to these principles and evaluate the process of revision;
- Using writing tools to investigate language use;
- Working collaboratively with peers both inside and outside the sessions to peer review and revise texts;
- Providing constructive feedback to course peers;
- Developing a clear understanding of the features of sections of research article, in general, and discipline-specific articles in particular;
- Engaging with and applying feedback from the one-to-one consultation;
- Asking questions about the publication process;
- Actively contributing to discussions during sessions to foster a positive and collaborative environment.

Application for the course:

Application for this course is generally on a 1st come, 1st served basis, though priority will be given to students in later years of the programme because those in earlier years will have opportunities to take this course in future years.

Applicants should be doctoral students with a complete research article which is either nearly ready for submission to a journal or has been returned by a journal for major revisions. Where the article is a collaboration, the student should be first author. Applications sent without a draft article will not be considered; you simply cannot engage with the course tasks without an article in progress.

To apply, send by September 30 at the latest a brief note of interest confirming you meet the criteria above & specify your DS, discipline and current year of doctoral studies and can attend all of the scheduled sessions **along with your draft article** by email to Mark Carver mark.carver@ext.uni.lu. You can also direct any questions to Mark.

KEY COMPETENCIES

- Ability to draw deductively valid conclusions
- Analyze arguments
- Hypothesis testing, likelihood and uncertainties
- Making decisions and approaching problem solving

COURSE WORK

At the end of the course, the participants are asked to get familiar with the course readings, to think about how to develop their own critical thinking toolkit applicable to their research. They have to write up this toolkit in the form of a step-by-step protocol and demonstrate the efficiency of this toolkit using their own research as a case.

Registration >

DESCRIPTION

This course is designed for junior researchers who wish to enhance their critical thinking skills, valuable both in their professional careers and daily life. It covers fundamental principles of critical thinking, including logic, inductive and deductive reasoning, and argumentation theory. The course also adopts a practical and research-focused approach, guiding participants in critically evaluating research methods and assessing the strength of scientific evidence. This includes understanding how evidence is presented and identifying persuasion strategies. The ultimate goal is for doctoral students to develop a comprehensive understanding of what critical thinking consists of and come up with their own toolkit that can be applied in their research practice.

Throughout the course, critical thinking is presented as a transferable skill. Participants will engage with various case studies across the scientific spectrum, testing their critical thinking abilities across different domains. Additionally, the course emphasizes cultivating a mindset conducive to critical thinking, introducing participants to psychological dispositions such as analyticity, systematicity, open-mindedness, truth-seeking, and maturity.

Course reference: 25-26WIN-CRIT

Facilitator: Dr. Mila Marinova

Dates: 15, 16, 17 October 2025

Time: Day 1: 9.30h – 15.45h
(5h work hours excluding lunch and breaks)
Day 2: 9.30h – 15.15h
(4.5h work hours excluding lunch and breaks)
Day 3: 9.30h – 15.15h
(4.5 work hours excluding lunch and breaks)

Target group: All doctoral candidates

Location: On-site (Belval)

ECTS: 1

Total Workload: 25 hours
- In person: 14h
- Post-course work: 11h

KEY COMPETENCIES

- Understanding of basic concepts of science communication
- Knowledge of essential communication tools and organisational structures
- Use of tools of science communication (Web, Social Media, Print, AV-Media, Events, Personal Communication)

COURSE WORK

Individually designed assignments of approximately 20 work hours will be prepared in groups in between the two block courses.

Registration >

DESCRIPTION

This science communication course is held by biologist and long-time science journalist Dirk Hans and several other experts in the field. Spread over two 2-day course blocks, this **introductory course** (!) will not only give you an **understanding of basic concepts of science communication**: Who are we communicating to and how do we best reach our audience? What is the science of communication? And what is worth being communicated?

You will also get to know the **organizational structures** involved as well as different communication tools (e.g. print, social media or videos).

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.

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. You have to attend all 4 dates of ONE course. Please note: This course is **suitable for researchers of all disciplines** (e.g. social sciences, law, etc.), not only for life scientists. How to best communicate scientific results to other scientists from the same field of research is NOT a topic of this course. For this, please refer to other TS courses (e.g. Presentation Skills, Research Article Writing...).

Course reference: 25-26WIN-DESCOM

Facilitator: Collective: Dirk Hans and guests

Dates: 21, 22 October & 19, 20 November 2025

Time: Day 1-2-3: 09:00-18:00
Day 4: 09:00-16:00

Target group: All doctoral candidates

Location: On-site (Belval)

ECTS: 2

Total Workload: 50 hours

- In person: 30h
- In-between course work: 20h

This course incl. practices is about:

- 1) Environment of science communication and general concepts
 - 1.1) Overall situation of science
 - 1.2) Communication science
 - 1.3) Stakeholders of science
 - 1.4) Goals of science communication
- 2) Structures and organization of science communication
 - 2.1) Institutional communication
 - 2.2) The communicators
 - 2.3) Brand development

Registration is possible until 7 October 2025 only via the following application survey: <http://ulsurvey.uni.lu/index.php/649915?lang=en>

The course is one part of the **DESCOM** project (Doctoral Education in Science Communication) which is supported by the Luxembourg National Research Fund (FNR). DESCOM provides education in science communication to young scientists in order to sustainably foster the dialogue between researchers and the greater public or other stakeholders. 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 [website](#).

If you have any question regarding the course or the internships, please contact [Nicole Paschek](#).

KEY COMPETENCIES

- Rédaction de thèse, article ou communication
- Savoir faire des critiques constructives
- Présentation

COURSE WORK

In-between course work:

Travail à faire avant chaque séance pendant le semestre :

- Lecture d'un texte d'un membre du groupe.
- Journal de bord sur l'accomplissement des objectifs fixés pour l'avancement des différents écrits liés à la thèse de doctorat.

Registration ➤

Course reference: 25-26WIN-ECR

Facilitator: Prof. Dr. Eve Lejot

Dates: 22, 29 October, 12, 19 November, 03 December 2025, 14, 28 January 2026

Time: 8h30 – 11h45

Target group: Cours en français. Les textes donnés pour relecture aux pairs peuvent être en français ou en anglais.

Location: On-site (Belval)

ECTS: 2

Total Workload: 49 hours

- In person: 24h
- In-between session work: 25h

DESCRIPTION

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.

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 doctorat.

Dans ce séminaire, les doctorants atteignent quatre objectifs:

- engager un processus rédactionnel en formulant des objectifs concrets et précis et ainsi optimiser la motivation pour réaliser ces derniers.
- identifier la cohérence dans un écrit académique et maîtriser une syntaxe claire et efficace
- relire et commenter les textes des pairs
- apprendre à recevoir les commentaires des pairs sur leurs propres textes.

MANAGING FAILURE, STRESS, AND THE UNEXPECTED IN DOCTORAL RESEARCH



KEY COMPETENCIES

- Management skills
- Organization Skills
- Emotional Regulation
- Prevention
- Risks management

COURSE WORK

Pre-course work (3h): Reflection questionnaire + reading

Between sessions work (6h): Prepare a 5-slide presentation mapping your emotional triggers in research

Post-course work (3h): Self-evaluation grid on competencies acquired

[Registration >](#)

DESCRIPTION

Failure, stress, and uncertainty are not just side effects of research – they are at its very core. Whether it's waiting for feedback, dealing with ambiguous results, or facing publication rejection, the doctoral journey is full of emotional and mental challenges.

This training helps PhD candidates reframe these inevitable difficulties as opportunities for personal and professional growth. Through a combination of self-awareness tools, emotional regulation strategies, and project and communication techniques, participants will build the skills they need to navigate setbacks with resilience and efficiency.

The course offers a blended format: two online half-days (theory & practice), and one in-person full-day (application, peer feedback, and coaching), along with individual preparatory and follow-up work.

By the end of the course, participants will be able to:

- Understand the key sources of stress during the doctoral journey, including failure, uncertainty, and prolonged waiting.

Course reference: 25-26WIN-FAIL

Facilitator: Dr Laurence Theunis

Dates: 27 & 30 October and 10 November 2025

Time: 9:00 AM to 12:30 PM for October 27 & 30 (online)
9:00 AM to 5:00 PM for November 10 (on site)

Target group: 2nd year doctoral candidates onwards

Location: Online & on-site (Belval Campus)

ECTS: 1

Total Workload: 22 hours

- Hybrid: 10h
- Pre-course work: 3h
- In-between session work: 6h
- Post-course work : 3h

- Develop practical strategies for emotional regulation and everyday stress management.
- Strengthen resilience by transforming setbacks and uncertainty into learning opportunities.
- Apply Nonviolent Communication (NVC) to foster healthier, more effective professional relationships.
- Design a personalized action plan to support long-term well-being and professional growth.

Half-Day 1 (Online)

Module 1: Understanding Stress

- Introduction – What is stress?
- Understanding how stress operates at physical, emotional and cognitive levels
- Recognising early warning signs of stress in yourself and others
- Group reflection: common stressors in academic settings

Half-Day 2 (Online)

Module 2: Understanding the Emotional Landscape of Research

- Identifying situations causing emotional distress during the PhD journey
- Recognising the psychological impact of failure, delays and prolonged uncertainty
- Understanding impostor syndrome: symptoms, origins and impact on performance

Full Day (On-site)

Module 3: Managing Stress and Building Resilience

- Tools and techniques for emotional regulation (grounding, breathing, reframing)
- Applying Nonviolent Communication (NVC) to improve professional relationships and feedback culture
- Strategies to strengthen resilience and manage research-related stress in the long term
- Turning failure into learning: building a constructive perspective on setbacks
- Practical approaches to deal with waiting, unpredictability, and doubt
- Group exercises and role plays to apply communication and regulation techniques in real-life scenarios
- Closing activity: drafting a personal action plan for well-being and resilience

KEY COMPETENCIES

- Leadership skills

COURSE WORK

Pre-course work (6h):

Participants are asked to read:

- 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, Chapter 3 pp.35-68
- Edmondson AC (2019) The Fearless Organization. Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth. Wiley & Sons, Hoboken NJ. Chapter 7.
- Dweck CS (2016) Growth Mindset: The New Psychology of Success. Updated Edition, Ballantine, New York.

Please watch: <https://www.youtube.com/watch?v=n3sEybeRzZI>

Please take a test online (preferably with a dummy email address) high5test.com and bring the results to the workshop

Post course work (4h):

After the course you will have to write a reflecting essay on learnings and theories: *What kind of leader do I wish to become?*

DESCRIPTION

Are you thinking about pursuing a leadership role? Did you know that your leadership style and the quality of team communication have a huge impact on motivation and performance? That team dynamics can either become an obstacle or lead to a success story? Performance and results depend on the quality of teamwork, on established communication and cooperation structures and effective task management. And last but not least on your attitude, self-confidence (!) and ability to build trust, integrate and get every team member aboard.

Course reference: 25-26WIN-LEAD

Facilitator: Ms. Monika Palacios Gallo

Dates: 28 & 29 October 2025

Time: 9:00-17:00

Target group: Female doctoral candidates

Location: On-site (Belval)

ECTS: 1

Total Workload: 24 hours

- In person: 14h
- Pre-course work : 6h
- Post-course work: 4h

Registration ➤

In this workshop you will reflect on your own role, attitude and strengths and learn how to implement effective tools right from the beginning in order to save you from common pitfalls. The workshop provides you with relevant leadership models and instruments to be considered. You will get to know basic aspects of team dynamics and useful meeting structures, also for hybrid teams.

Task management activities will be complimented by useful tools for leading yourself. Furthermore, we will discuss elements of motivating leadership and how to build trust and encourage teams towards the realization of goals.

These new-found leadership skills will help you motivate and inspire a team, leverage teamwork i.e., initiate and maintain a positive team spirit and successful collaboration.

- Leadership models (transformational vs. transactional, situational and collaborative leadership)
- Psychological safety
- High performance teams
- Gains and losses coming with a leadership position
- Lead yourself: plan and prioritize
- Motivate yourself and others, psychological safety
- Leadership attitude, growth mindset and leadership communication
- Deal with emotions
- Unify diverse teams, integrate different personalities and interests
- Build trust
- Start a leadership position: no-gos and blunders
- Repertoire of self-reflection questions

KEY COMPETENCIES

- Conflict analysis and resolution
- Self-management and dealing with emotions when in conflict

COURSE WORK

Pre-course work (6h):

Participants are asked to read **Chapter 1 of the book Crucial Confrontations (2005)** Patterson K, Grenny J, McMillan R, Switzler A (2005) Crucial Confrontations. Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior. McGraw-Hill, New York.

Fill out the questionnaire (to be found on Moodle in due time).

Post course work (4h):

Review handout, **write a self-reflexion paper** (one-pager) focusing on learnings and selecting two tools to be practiced.

Course reference: 25-26WIN-CM

Facilitator: Ms. Monika Palacios Gallo

Dates: 30 & 31 October 2025

Time: 9:00-17:00

Target group: All doctoral candidates

Location: On-site (Belval)

ECTS: 1

Total Workload: 24 hours

- In person: 14h
- Pre-course work : 6h
- Post-course work: 4h

Registration ➤

DESCRIPTION

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 communication styles and behavior: ignoring is often not the best option.

This workshop introduces you to key competencies for successful conflict resolution. Using analysis, self-management and communication tools learned here you can turn each confrontation into a constructive process.

- Conflict dynamics and conflict analysis (Glasl, Schwarz)
- Conflict moderation roadmap
- Thomas Kilmann Instrument
- Harvard negotiation project
- The fundamental attribution error

- Identify with conflict partner
- Active and empathic listening
- Conflicting personality types and communication styles (Riemann, Satir)
- Short- and long-term self-management
- Dealing with "difficult people" and attacks
- Three methods how to respond to conflict depending on escalation degree
- Conflict de-escalation and prevention: early clarification, I-messages, constructive feedback, sandwich technique
- Brief responses to high-conflict people: BIFF
- Solution-oriented questions

KEY COMPETENCIES

- Communication
- Presentation

COURSE WORK

Pre-course work:

- Record a 3-minute presentation introducing your research to be shared in the pre-course arrival Padlet.
- Engage with the pre-arrival Padlet (introductions & mini-presentations)
- Complete a needs analysis questionnaire

In-between session work:

Guided study

- Find and evaluate a call for papers from a conference
- Write a dummy proposal
- Prepare a 10-minute presentation on research

Sessions

1. Finding and evaluating conferences
2. Writing abstracts and proposals
3. Designing and delivering presentations
4. Handling questions and building confidence
5. Networking and planning next steps
6. Delivering assessed presentations
 - a. Group 1 – 6 learners (10 min delivery + 5 min for Q&A/ changeover)
 - b. Group 2 – 6 learners (10 min delivery + 5 min for Q&A/ changeover)

Post-course work:

- Complete a guided reflection piece on presentation delivery and skills development
- Deadline : 12.12.2025

DESCRIPTION

This interactive course *Sharpen Your Conference Skills: A beginners Conference Journey* will help you make the most of academic conferences by (1) guiding you step by step through the conference process, from finding calls for papers to preparing your slides; and (2) giving you the confidence to present your

Course reference: 25-26WIN-CONF

Facilitator: Dr. Paula Villegas

Dates: 31 October, 07, 14, 21, 28 November, 05 December 2025

Time: 10:15-12:45

Target group: As of 2nd year doctoral candidates, unless you are in your late 1st year with a conference coming up.

Location: Hybrid: Online & last session in class, Belval Campus

ECTS: 1

Total Workload: 22 hours

- In person: 12h
- Pre-course work : 4h
- In-between session work: 4h
- Post-course work: 2h

Registration ➤

research clearly, effectively, and with impact.

You will receive constructive feedback from your peers and the lecturer throughout, and your final presentation will be videotaped for you to analyse and reflect on. This course is particularly relevant for Doctoral candidates with little to none experience in presenting at conferences.

Methods:

Exercises, discussion, guided practice, lecture, peer feedback, videotaped presentation, reflection activities.

Learning outcomes

By the end of the course, you will:

- Developed your understanding on how to find and evaluate conference calls for papers.
- Explored how to write effective abstracts and proposals.
- Developed your understanding on how to design clear, well-structured presentations with appropriate slides.
- Explored strategies to effectively deliver a presentation with a focus on body language and intonation.
- Explored what makes you nervous when presenting and how you can manage nerves.
- Developed your skills to handle questions from an academic audience confidently and professionally.
- Developed your understanding strategies for academic networking and following up after conferences.
- Developed your awareness of the strengths and weaknesses of your conference preparation and delivery.
- Reflected critically on your assessed presentation and identify next steps for improvement.

KEY COMPETENCIES

- Teaching skills
- Give constructive feedback

COURSE WORK

Pre-course work (3h):

Preliminary reading: ABC of learning and teaching in medicine - Applying educational theory in practice. David M Kaufman British Journal of Medicine 326 (2003) pp. 213-216

Available in due time on Moodle course page.

1. Bring to the first session a teaching plan for a session that you have taught recently. This should include:

- indication of how you managed the time within the session
- what you actually did in the session with the students
- topic(s) covered

Please be prepared to share and discuss your plan with other students in the class.

In-between session work (3h):

Prepare a 10-minute micro-teaching session in your subject area with supporting visual aids as necessary.

Identify the aims of the session and the intended learning outcome(s).

Post-course work (6h):

1. Draw on your experiences of Developing your teaching skills to identify one to two teaching and learning strategies that you currently use in your teaching and consider which learning theories you are employing with the selected strategies. Reflect on your experiences on teaching and identify two or three ways in which you can make your teaching more effective. (300-500 words)

2. Prepare a teaching plan for a session that you might have to teach in the near future. Using the template on Moodle for your response
(a) Give details of a specific session.

Course reference: 25-26WIN-TEA

Facilitator: Dr. Susan Dunn

Dates: 3, 4 & 5 November 2025

Time: 3 November 2025: 09:00-12:30

4 November 2025: 13:30-17:00

5 November 2025: 09:00-12:00

Target group: Minimum of 3 hours teaching is required

Location: Online

ECTS: 1

Total Workload: 22 hours

- In person: 10h
- Pre-course work : 3h
- In-between session work: 3h
- Post-course work: 6h

Registration ➤

- (b) Identify the intended learning outcomes.
 - (c) Plan the activities and indicate how much time you will need for each activity.
 - (d) Explain the rationale for your choice of activities and how you will accommodate students with diverse learning backgrounds
 - (e) Consider how you will evaluate the effectiveness of your session
- (1000 words)

DESCRIPTION

Are you a doctoral student doing some teaching for the first time? These workshops are designed to help develop your understanding of teaching and learning in order to become a more effective teacher. We will draw on your current experiences of teaching, introduce some current pedagogic theories and consider how to best plan and deliver teaching sessions in your subject area. We then move on to look at some strategies for classroom activities and explore challenges that may arise.

The sessions will provide participants with the opportunity to share their experiences of teaching and develop good practice supported by the workshop leader.

- Distinguish between teaching and learning
- Outline some theories about learning and describe some factors that need to be considered when planning a teaching session
- Employ teaching strategies underpinned by established good pedagogic practice.
- Give and receive feedback on teaching skills
- Develop activities to encourage active learning
- Devise some strategies helpful for students with diverse needs, expectations and experience of learning & study

KEY COMPETENCIES

- Writing skills
- Analytical thinking
- Feedback sharing

COURSE WORK

Pre-course work: Preparation for the first class session (released one week before through Moodle).

In-between workload:

- a) Preparation for workshop sessions and submission of tasks (24 hours)
- b) Writing and revising own texts (20 hours)
- c) Peer review (8 hours)
- d) Consultation and revision of text (4 hours)

Post-course work: Improved draft to be discussed in a one-on-one tutorial, booked through [Book time with Mark Carver](#).

Course reference: 25-26-WIN-RAWB

Facilitator: Dr. Mark Carver

Dates: 3 & 17 November, 8 & 15 December 2025, 12 & 19 January 2026

Time: 15:00-17:30

Target group: This course is only for those who are currently writing a research article.

Location: Online

ECTS: 3

Total Workload: 77 hours

- In person: 15h
- Pre-course work : 6h
- In-between session work: 48h
- Post-course work: 8h

Registration >

DESCRIPTION

This course 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, editing and reflecting on your research article.

This is not a language course (for academic language courses, consult the University of Luxembourg Language Centre site). This intensive course requires preparatory work every session and combines class sessions, research article writing, independent learning tasks, peer feedback and an individual consultation with the lecturer. Please see the schedule below.

To get the 3 ECTS, you need to:

- 1) **complete all independent learning tasks;**
- 2) fully participate in at least four of the six workshops, submitting preparatory work for the three workshops where this is required;
- 3) submit part of a research article you're writing with reflection (two submissions);
- 4) provide peer feedback to at least two people from your assigned peer review group;
- 5) attend one individual writing consultation.

Learning outcomes are:

- Understanding the structural, stylistic and rhetorical features of academic writing in general and discipline-specific research articles in particular through engaging with course materials;
- Revising texts according to these principles and evaluate the process of revision;
- Using writing tools to investigate language use;
- Working collaboratively with peers both inside and outside the sessions to peer review and revise texts;
- Providing constructive feedback to course peers;
- Developing a clear understanding of the features of sections of research article, in general, and discipline-specific articles in particular;
- Engaging with and applying feedback from the one-to-one consultation;
- Asking questions about the publication process;
- Actively contributing to discussions during sessions to foster a positive and collaborative environment.

Application for the course:

Application for this course is generally on a 1st come, 1st served basis, though priority will be given to students in later years of the programme because those in earlier years will have opportunities to take this course in future years.

Applicants should be doctoral students with a complete research article which is either nearly ready for submission to a journal or has been returned by a journal for major revisions. Where the article is a collaboration, the student should be first author. Applications sent without a draft article will not be considered; you simply cannot engage with the course tasks without an article in progress.

To apply, send by September 30 at the latest a brief note of interest confirming you meet the criteria above & specify your DS, discipline and current year of doctoral studies and can attend all of the scheduled sessions **along with your draft article** by email to Mark Carver mark.carver@ext.uni.lu. You can also direct any questions to Mark.

KEY COMPETENCIES

- Knowledge of good scientific practice
- Identify scientific misconduct
- Work ethically
- Conflict management

COURSE WORK

Post-course work (11h):

The participants are asked to read relevant GSP documents and to think about how they can improve their own «good scientific practice» and write a short report about what they plan to do. This homework will be given during the workshop.

Registration ➤

Course reference: 25-26WIN-GSP0

Facilitator: Dr. Michael Gommel

Dates: 05, 06, 07 November 2025

Time: Day 1 & 2: 9:30-16:15
Day 3: 9:30-12:15

Target group: All doctoral candidates

Location: Online

ECTS: 1

Total Workload: 25 hours
- In person: 14h
- Post-course work: 11h

DESCRIPTION

The major objective of the workshop “Good Scientific Practice” is to know and understand the basic principles, rules and values of the responsible conduct of research in all its stages, according to local, national and international regulations and guidelines. The participants will explore the differences and grey areas between good scientific practice, questionable research practices, and misconduct. They will learn how misconduct can be recognized and prevented, and how it should be addressed and dealt with in case it occurs, and what damage it can cause if it is handled improperly. The participants will learn to develop appropriate measures for protecting their personal research integrity and are encouraged to discuss structural problems that endanger the integrity of science as a whole. They will also receive homework for the protection of their scientific work.

The content of the workshop follows the curriculum “Good scientific practice” which was commissioned by and developed in cooperation with the German Research Ombudsman:

- Definitions of good scientific practice and scientific misconduct
- Degrees and extent of scientific misconduct
- Examples for responsible and irresponsible conduct of research
- Data and source management

- Authorship and the process of publication
- Mentoring and supervision as tools for fostering good scientific practice
- Conflict management: how to deal with scientific misconduct
- Reactions to scientific misconduct
- Responsibility and accountability of researchers
- Local, national and international guidelines and regulations

The online workshop encourages the active involvement of the participants and features the following didactic elements: case studies, individual working sessions.

KEY COMPETENCIES

- Public speaking skills
- Communication skills
- Self-awareness
- Stress management

COURSE WORK

1. Please read the following article critically:
Lantsoght, Eva O. L. "Effectiveness of Doctoral Defense Preparation Methods." Education sciences 12.7(2022), online: <https://www.mdpi.com/1717836>.

Choose one of the presented methods and take notes on the key findings related to the chosen method. Bring the notes with you by **November 7, 2025**.

2. Attend a doctoral defense before **November 7, 2025** (disputation) at the University of Luxembourg, preferably at your faculty, and address the following questions in a short essay:

- How was the topic presented?
- How did the doctoral candidate respond to questions and criticisms from the examination committee?
- Were there any particularly controversial or interesting discussions?
- How was the presentation structured?
- Were visual or other aids used, and were they helpful?

Submit the essay of approximately 500 words to ruth.reicher@uni.lu and claire.thill@gmail.com by the deadline indicated on Moodle.

Under uni.lu/events, you can find information on upcoming PhD defenses.

Additional workload will be announced during the course.

Course reference: 25-26WIN-DEF

Facilitator: Dr. Ruth Reicher & Ms. Claire Thill

Dates: 7,11,18,19 November 2025

Time: 13:00-17:00

Target group: 3rd or 4th year doctoral candidates defending within 6 months

Location: On-site (Belval)

ECTS: 1

Total Workload: 29hours

- In person: 16h
- Pre-course work: 13h

Registration >

DESCRIPTION

[...] the doctoral defense is an important step towards obtaining doctoral degree. Because the doctoral defense is often considered the culmination of years of work, but at the same time shrouded in mystery, studies of the defense itself, as well as how doctoral candidates prepare for it, are necessary. (Lantsoght 2022: 1)

This course prepares doctoral candidates for their thesis defense in a hands-on and unconventional way. By stepping out of their comfort zone, participants strengthen their presence, refine body language and voice, and practice to present adequately and to interact with the committee with confidence and professionalism. Practical exercises inspired by stage performance foster body awareness, rhetorical precision, and composure. Drawing on the combined expertise of a scholar who has defended a dissertation at the University of Luxembourg and an actress experienced in live performance, the course offers a unique blend of academic rigor and creative practice and provides a unique opportunity for doctoral candidates to learn, practice, and get feedback on their speaking skills in person.

The course will be delivered by a trained actress and a research associate in a small group setting. As a participant you will work on the practical skills necessary to become a more confident, connected, and compelling presenter in the academic context of your thesis presentation. The course instructors will lead you through a series of creative exercises and introduce you to various public speaking tools. Participants are expected to actively engage in all exercises, even if this pushes them beyond their comfort zone. Working together as a team, skills are developed step by step, with presence and engagement being essential.

General information on the defense / useful knowledge:

- understand the defense format theoretically
- obtain knowledge of the framework and its possibilities
- focus on elements the doctoral candidate can manage and prepare for the defense (this includes everything from organizing your presentation materials to anticipating potential questions and rehearsing responses)

Practical implementation options:

- learn how to manage your nerves through acting techniques and breathing exercises
- learn different voice techniques to create clarity and impact
- develop spatial awareness and techniques of how to read a room
- develop awareness of non-verbal communication, body language
- explore practical tips on audience engagement and ensuring your key messages land
- learn public speaking and communication skills through exercises as well as by watching and analysing examples
- analysis of how to convey a message and how it is received, how to create a dialogue with your audience
- learn different improvisation techniques and how to be creative on the spot

KEY COMPETENCIES

- Time and priority management
- Project management

COURSE WORK

Pre-course work (4h):

Readings:

McCain, K. (2016) The Nature of Scientific Knowledge: An Explanatory Approach, London: Springer, pp. 1-23.

Pritchard, D. (2010) What is This Thing Called Knowledge?, London: Routledge, pp. 3-29.

University of Luxembourg (2023) «Understanding and Avoiding Plagiarism: A guide for Students», Uni.lu official documents, available online: <https://www.uni.lu/ilc-en/skills-support/plagiarism/>, last viewed 19/01/2024.

In-between and post course work:

Homework will be given during the classes. Active participation is strongly encouraged during the course.

Course reference: 25-26WIN-START

Facilitator: Dr. Claire Godet

Dates: 11, 12, 13 & 14 November 2025

Time: 09:00-13:00

Target group: Mainly first year doctoral candidates but also open to 2nd year doctoral candidates

Location: On-site (Belval)

ECTS: 1

Total Workload: 25 hours

- In person: 16h
- Pre-course work : 4h
- In-between session work: 1h
- Post-course work: 4h

Registration ➔

DESCRIPTION

This four-day training aims at answering all the questions you might have when starting your PhD.

Research is a process that takes a lot of work and dedication. It can be overwhelming, especially if you are just starting out, so it's good to know what to do and how to prepare yourself as much as possible before you jump into the research pool.

The theoretical sections will be completed with practical exercises in class and at home. Every day, students will need to complete homework for the next session.

This course is designed to help you in the early stages of your research. We will cover four sets of important questions that all researchers must answer before starting their project:

- What is research? What is a doctoral thesis? How to write a research paper?
- How to engage with others' work? How to write a literature review? What is academic integrity?
- How to manage your references? How to use Zotero?
- How to manage your research project?
- What do you need to do before submitting your PhD thesis? What comes after the PhD?

BOOST YOUR CAREER

From the definition of a realistic career plan to an effective job search strategy



KEY COMPETENCIES

- Career management
- Anticipation
- Self-development
- Valorisation
- Progress monitoring
- Take responsibility
- Deal with feedback
- Become aware of your doctoral skills and their transferability

COURSE WORK

Pre-course work (2h): literature reading

In-between session work (12h): During an inter-session period of about a month, the participants will conduct a professional survey, finalize analysis grids, tests, and introspection, select a job offer or company of interest, and prepare a customized CV and cover letter.

[Registration >](#)

DESCRIPTION

In this intensive 4-day training, you will embark on a transformative journey, gaining insights into diverse career paths, honing self-awareness, and acquiring practical tools to define your professional trajectory, optimize job search strategies, and master effective networking and interview techniques.

In the Phase 1: "Define Your Career Path" training program designed for PhDs; participants undergo a comprehensive journey to shape their professional trajectory.

On Day 1, participants explore the current socio-economic landscape, **gaining insights into the labour market for PhDs** and discovering a variety of professional opportunities. The focus then shifts to **self-awareness**, with an emphasis on **analyzing experiences, identifying skills, and expressing them in a corporate context**. The day concludes by encouraging individuals to define their preferences, understand motivations, and conduct online tests for introspection.

Course reference: 25-26WIN-CAR

Facilitator: Dr. Laurence Theunis

Dates: 11, 12, 25 & 26 November 2025

Time: 09:00-17:00

Target group: 3rd year doctoral candidates

Location: On-site (Belval)

ECTS: 2

Total Workload: 46 hours

- In person: 32h
- Pre-course work: 2h
- In-between session work: 12h

BOOST YOUR CAREER

From the definition of a realistic career plan to an effective job search strategy



Day 2 begins with the **translation of priorities in terms of skills and motivations** into a professional profile. The group will enable each participant to broaden their possibilities and **suggest career paths or businesses that may fit their professional profile**. Participants are given the tools to explore organisations and sectors, laying the foundations for a personalised action plan to finalise their career path.

Following an **intersession** period of about a month, participants engage in individual work supported by the trainer. **They conduct a professional survey**, finalize analysis grids, tests, and introspection, select a job offer or company of interest, and **prepare a customized CV and cover letter**.

Phase 2, "Towards an Effective Job Search", spans the next two days. Day 3 covers **understanding the recruitment process**, decoding job advertisements, and creating compelling communication tools. Finalization work includes optimizing CVs and cover letters.

Day 4 emphasizes practical aspects, focusing on **job interviews**, where participants express motivations and assets effectively. We are going to simulate interviews based on the offers they have brought and their CVs.

We discuss **networking practices and opportunities**, teaching participants how to introduce themselves at job fairs with impactful elevator pitches.

Outcomes for participants include a refined understanding of their skills, preferences, and motivations, a defined career path, and practical tools for successful job searching and networking. The training fosters self-awareness, professional development, and effective navigation of the job market for PhDs.

KEY COMPETENCIES

- Your understanding of learning theories and of inclusive teaching methods and strategies.
- Your ability to apply these theories and reflect on the application.
- Your knowledge of generative AI (what it is, its use in and impact on education).

COURSE WORK

In-between work (4h): You will prepare your peer-teaching session for 25th November 2025.

Post-course work (4h): You will hand in a one-page theory-led reflection on what you learned in relation to your own learning and teaching. Submission via Moodle on 16 December at 17:00.

Registration ➤

DESCRIPTION

This course builds on your prior teaching experiences and prior knowledge of teaching and learning and helps you deepen your understanding through lectures, discussions, reflections on generative AI, group work, and applications such as peer-teaching.

Course reference: 25-26WIN-ADVTEA

Facilitator: Dr. Claudine Kirsch & Dr. Margault Sacré

Dates: 11 & 25 November 2025

Time: 09:00-17:00

Target group: Candidates who would like to take this course should have:

- participated in the T.S. course „Developing your teaching skills“
- a teaching experience in Higher Education of a minimum of 20 hours

Location: On-site (Belval)

ECTS: 1

Total Workload: 22 hours

- In person: 14h
- In-between session work: 4h
- Post-course work : 4h

KEY COMPETENCIES

- Career management & planning
- Anticipation
- Self-development
- Progress monitoring
- Becoming aware of one's doctoral skills and their transferability
- Networking

COURSE WORK

Pre course work (2h): Literature reading

In-between session (7h): During the intersessional period, doctoral candidates will gradually complete their skills portfolio. The aim is for them to be able to develop a continuous analysis approach for the whole of their Ph.D. The trainer will remain available to answer their questions and provide regular encouragement.

[Registration >](#)

Course reference: 25-26WIN-NET

Facilitator: Dr. Laurence Theunis

Dates: 24 November 2025, 20, 21 January 2026

Time: 09:00-17:00 for November 24, in class
09:00-12:30: January 20 & 21, Online

Target group: End of first year and 2nd year doctoral candidates

Location: On-site (Belval) & online

ECTS: 1

Total Workload: 25hours

- In person: 16h
- Pre-course work: 2h
- In-between session work: 7h

DESCRIPTION

Day 1: Follow Your Rise in Skills Throughout the Doctorate with a Portfolio

Morning Session: Presentation of the Learning Portfolio and Skills

- Introduction to the skills portfolio tool (DEA, internal tool).
- Knowing how to take advantage of the learning portfolio and skills for career development.
- Theoretical and methodological contributions on skills.
- Exploration of the Experience Analysis Grid, introspection tools, and the Skills Repository.

Afternoon Session: Adopting a Proactive Role in Your Doctoral Training

- Define priorities in terms of skills, aspirations, and motivations.
- Position yourself about «what I am,» «what I can do,» and «what I want to do.»
- Explore different types of skills acquisition during the doctorate, including training through research and additional training.
- During the intersessional period, doctoral candidates will gradually complete their skills portfolio. The

aim is for them to be able to develop a continuous analysis approach for the whole of their Ph.D. The trainer will remain available to answer their questions and provide regular encouragement.

Day 2: Build and Activate Your Network for Career Success

- Discovering the Network Approach.
- Define the network approach and identify different types of networks.
- Discover networks linked to science and research.
- Learn tools, rules, and best practices for network utilization.
- Identify and develop your existing network, building a contact database.

Day 3: Understanding the Role of the Network in career planning.

- Identify the facilitating power of the network.
- Use the network in constructing your career path(s)(business survey).
- Mobilize your network to learn about the job market.
- Access professional opportunities and the hidden job market.
- Practice introducing yourself to new network contacts.

Outcomes for Participants:

- Comprehensive understanding of skills development and career trajectory during the doctorate.
- Construction and effective use of a personal learning portfolio.
- Proactive approach to career planning, skill enhancement, and network utilization.
- Increased awareness of the facilitating power of networks in job searching.
- Practical tools for networking, including elevator pitch techniques and contact segmentation.

Methods

Interactive training; illustrated by concrete examples, advice; Practical exercises, theoretical presentations, portfolio analysis (using your internal tool DEA), and interactive discussions.

KEY COMPETENCIES

- Communication
- Problem solving

COURSE WORK

Pre-course work (2h):

Participants are asked to reflect on the relationship they have with their thesis director. It can be done in form of a SWOT-analysis.

Post-course work (4h):

Participants are asked to apply the strategies and methods from the course. After four weeks they need to write a 2-3 pages self-reflection about their relationship to the supervisor before the course and what has changed since the course.

Registration ➤

Course reference: 25-26WIN-REL

Facilitator: Dr. Stephanie Hann

Dates: 25, 26, 27 & 28 November 2025

Time: 9.00-13.00

Target group: 1st and 2nd year doctoral candidates only

Location: Online

ECTS: 1

Total Workload: 24 hours

- In person: 18h
- Pre-course work : 2h
- Post-course work: 4h

DESCRIPTION

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.

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.

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.

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.

Methods: 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.

- Expectations of Supervisors
- Expectations of Doctoral Candidates
- Possible challenges
- Successful meetings
- Handling of feedback

KEY COMPETENCIES

The course will focus on the 10 knowledge area of the PMBOK (Project Management Body of Knowledge):

- Integration Management – How to coordinate all project elements for a smooth execution.
- Scope Management – Defining project goals, deliverables, and boundaries.
- Schedule Management – Planning timelines, deadlines, and milestones.
- Cost Management – Budgeting and controlling project costs.
- Quality Management – Ensuring project outputs meet required standards.
- Resource Management – Managing people, tools, and materials efficiently.
- Communication Management – Developing clear and effective communication strategies.
- Risk Management – Identifying potential risks and creating response plans.
- Stakeholder Management – Engaging with and managing expectations of project stakeholders.
- Leadership Management – Empowering to present project in a leading way in both internal team-work and at external events.

Beyond traditional PM principles, the course also covers two essential modern topics:

- Artificial Intelligence (AI) in Project Management – Exploring how AI tools can automate scheduling, optimize workflows, and improve decision-making in project planning and execution.
- Emotional Intelligence (EI) for Leadership – Developing self-awareness, empathy, and relationship management skills to enhance teamwork, leadership, and conflict resolution.

Registration >

COURSE WORK

In-between work (12h): For the last session, participants will be paired in groups and create a project that they will present. The winners will win a PMI membership for free + the possibility to attend for free an European PMI event + the possibility to be invited in podcast or webinar to speak about the project.

Course reference: 25-26WIN-PM

Facilitator: Mrs. Aurora Gualtieri & Dr. Claire Godet

Dates: 26 November, 03, 17 December 2025, 14, 28 January, 04 February 2026

Time: 14.00-16.00

Target group: 1st year doctoral candidates

Location: Online

ECTS: 1

Total Workload: 26 hours

- In person: 13h
- In-between session work: 12h
- Post-course work : 1h

Post-course work (1h): At the end of the course, you will take a test based on the CAPM (Certificate Association Project Manager) and PMP (Project Management Professional) exam.

DESCRIPTION

This course gives doctoral candidates a strong foundation in Project Management (PM) and helps them build the skills needed to plan, manage, and complete their projects successfully (such as the doctoral thesis). They will learn about the five key stages of a project—initiation, planning, execution, monitoring, and closure—while improving important skills like time management, teamwork, leadership, and problem-solving.

Participants will also explore modern PM techniques, including Emotional Intelligence (EI) for better communication and AI tools to improve project efficiency. By the end of the course, they will feel confident in managing projects and ready to apply these skills in their PhD project and future careers as well as to confidently lead and contribute to projects in academic, personal, and future professional settings.

KEY COMPETENCIES

- Communication skills
- Self-development & confidence

COURSE WORK

Pre-course work (10h):

Pre-reading (5h): course material available on Moodle in due time

Preparation for course (5h): answer questions (asked two weeks prior to workshop), submit case scenario(s) (one week prior to workshop)

Registration >

Course reference: 25-26WIN-COMM

Facilitators: Ms. Martina Peskoller-Fuchs & Dr. Brent Epperson

Dates: 01 & 02 December 2025

Time: 9:00-17:00

Target group: All doctoral candidates

Location: On-site (Belval)

ECTS: 1

Total Workload: 24 hours

- Pre-course work: 10h

- In person: 14h

DESCRIPTION

Communication skills are central to doctoral success, shaping how you collaborate with supervisors and colleagues, present your research, teach, and navigate academic debates. This workshop links communication theory with practical exercises to help you manage interpersonal dynamics, clarify misunderstandings, and foster authentic, goal-oriented dialogue.

Methods:

- Interactive exercises
- Peer-to-peer exchange
- Role-play with doctoral scenarios
- Reflection
- Short trainer inputs connecting theory to practice

Learning focus:

- Foundations: Watzlawick's Five Axioms, Berne's Transactional Analysis, Schulz von Thun's Four-Ears Model.
- Understanding & meaning: recognising biases, clarifying, building shared understanding.
- Listening: active and empathic listening; looping and reframing.
- Conflict skills: BIFF technique, structuring dialogue to prevent escalation, DESC Model (Describe-

Express-Specify-Consequences) – for assertive communication and giving feedback.

- Feedback: Nonviolent Communication (Rosenberg) and the AIR model (Action-Impact-Request) / DESC Model (Describe-Express-Specify-Consequences) – for assertive communication and giving constructive feedback.
- Questioning skills – Using questions strategically to shift from “problem-solving” to strengths-based dialogue, useful in supervision or collaboration.
- Diversity: adjusting across disciplines, languages, hierarchies, and cultural/gender dynamics.
- Boundaries: techniques for saying “No” while preserving relationships.
- Solution-orientation: moving from problems to possibilities, asking forward-looking questions.

By the end of this workshop, participants will:

- Understand key communication models and apply them in real-life conversations.
- Develop listening, feedback, and empathic communication skills.
- Take away applicable tools for more effective workplace communication
- Strengthen both academic and professional relationships by practicing authentic, clear, and goal-focused communication.
- Recognise your own communication patterns and barriers.
- Strengthen strategies for difficult conversations and feedback.
- Build confidence for milestones such as conferences, co-authoring, and dissertation defence.
- Gain a toolkit of practical methods for clearer, more authentic communication.

KEY COMPETENCIES

- Knowing key concepts, principles, norms, values of research integrity, as well as enhanced capacity to act in accordance with them.
- Identifying and preventing research misconduct and unacceptable research practice.
- Working in accordance with key principles, norms, and values of research integrity.
- Managing research integrity conflicts and dilemmas, as well as competently handling research misconduct and unacceptable research practices in case they occur.

COURSE WORK

Pre-course work (1h):

The participants will be asked to watch the movie «On being a scientist» and read the European Code of Conduct for Research Integrity.

Post-course work (10h):

Participants will be asked to write an essay on what measures they intend to take during their PhD to ensure that they conduct research with integrity.

DESCRIPTION

The main objective of the workshop “Good Scientific Practice” is to enable participants to understand, reflect on, and apply the basic principles, norms, and values of research integrity as codified in pertinent local, national, and international regulations and guidelines, especially the European Code of Conduct for Research Integrity. The participants will explore the differences and grey areas between good research practice, unacceptable research practice, and research misconduct. They will learn how unacceptable research practices and research misconduct can be recognized and prevented, how it should be addressed and dealt with in case it occurs, and what damage it can cause if it is handled improperly. The participants will learn to develop and apply measures and tools for safeguarding their personal research integrity, managing conflicts and dilemmas, and will be encouraged to discuss structural problems in the research environment and research system more broadly that may pose challenges to acting with integrity.

Course reference: 25-26WIN-GSPK

Facilitator: Mr. Tom Lindemann

Dates: 03 & 04 December 2025

Time: 9:00-17:00

Target group: All doctoral candidates

Location: On-site (Kirchberg)

ECTS: 1

Total Workload: 25 hours

- In person: 14h
- Pre-course work : 1h
- Post-course work: 10h

Registration ➤

Participants will be asked to complete short individual exercises prior to the course and a written homework assignment after the course. Moreover, it is recommended (albeit not mandatory) that participants complete a series of short online courses on various aspects of research integrity available on the Embassy of Good Science.

The workshop builds on curricula and materials developed by several EU-funded projects on research integrity, especially VIRT2UE, Path2Integrity, and ROSiE. The key normative guidance document that will be referenced throughout the course is the European Code of Conduct for Research Integrity, and the course will focus on the good practices as well as the types of research misconduct and unacceptable research practices described therein. Whenever and to the greatest extent possible, the workshop will focus on challenges and dilemmas the participants have already encountered or are likely to encounter in their own research to enhance their capacity to act with integrity and competently navigate difficult situations.

The workshop encourages the active involvement of the participants and features the following didactical and pedagogical elements: case studies, small group discussions, plenary discussions, individual reflective exercises

KEY COMPETENCIES

- Critical thinking
- Teaching skills

COURSE WORK

Pre-course work (6h): You will read the Advanced HE framework, familiarize yourselves with the level descriptors and have a look at the resources:

<https://www.advance-he.ac.uk/>
<https://www.advance-he.ac.uk/fellowship/associate-fellowship>
<https://www.advance-he.ac.uk/teaching-and-learning/psf>

You will add the level descriptors to the reflective piece of work you wrote for the “Advanced teaching skills course” and hand in your new version on Moodle a week prior to the course.

Your Advanced HE application will include supporting letters of two referees who have seen you teach. Please let us know the names of your referees by emailing the Transferable Skills team (ts@uni.lu).

In-between work (6h): You will prepare a draft of the A2 area of learning (teaching) and share it in advance with your fellow students.

Post-course work (4h): You will hand in your HE draft application to receive some feedback.
The submission is via Moodle on 26th January 2026.

Course reference: 25-26WIN-HE

Facilitator: Dr. Claudine Kirsch

Dates: 8 December 2025 & 16 January 2026

Time: 9:00 – 14:00

Target group: Doctoral candidates who have completed the course “Advanced teaching skills”

Location: On-site (Belval)

ECTS: 1

Total Workload: 25 hours

- In person: 6h
- Pre-course work: 3h
- In-between session work: 6h
- Post-course work : 9h

HE application fees: Registration fees (150£) for HE application will have to be paid by the participant and will be reimbursed by the Doctoral School of each participant.

Registration >

DESCRIPTION

On the first day, we will discuss the level descriptors of the Advanced HE framework in the areas of activities A1, A2, A3, core knowledge and professional values. You will work on your revised reflective piece of work that you wrote for the “Advanced teaching skills course” and further redraft the section relating to teaching (A2).

Before the second day, you will finish the draft on the teaching area of learning A2 (1400 words) and send it to your peer students and Dr. Kirsch. During the course, you will peer-evaluate your work and get feedback of the tutor. You will also discuss the areas of learning A1 and A3 to help you write one additional area in your application.

The aim of this module is to prepare you to apply for the certification of associate fellowship. It will help you to:

- critically reflect on your teaching in relation to theories of teaching and learning
- address professional values in your teaching
- work in an evidence-based way (provide evidence for addressing the descriptors).

KEY COMPETENCIES

- Writing skills
- Self-presenting skills

COURSE WORK

Pre-course work will be to find a grant you can imagine applying for/ use as a case study during the course.

Between the live webinar, the participants are expected to conduct exercises and homework. This will take about 2 hours per day.

Registration ➤

Course reference: 25-26WIN-GRANT

Facilitator: Dr. Karin Bodewits

Dates: 9 , 10 ,11 & 12 December 2025

Time: 9:00-11:30 AM

Target group: All doctoral candidates

Location: Online

ECTS: 1

Total Workload: 22 hours

- Online: 10h
- Pre-course work : 4h
- In-between session work: 8h

DESCRIPTION

Scholarships, travel grants, and fellowships are more than just academic support—they're your ticket to success in any field. Whether you're aiming for academia, industry, or NGOs, securing funding is highly valued everywhere.

Starting early with smaller grant proposals builds confidence, sharpens your proposal skills, and boosts your chances of landing more prominent, prestigious awards later ([see this article](#)). Beyond the financial benefits, winning grants gives you the freedom to direct your research and explore projects you're passionate about, offering a level of career autonomy many PhD students don't realise is possible.

During the Grant writing workshop for early career researchers, you will get a head start on your funding journey. Gain the skills and insights to navigate the fierce competition and write successful grants!

Programme:

What types of grants are there?

- Define your purpose and aim
- Find suitable grants for your project

The process of grant writing

- Who will read your application and what's in it for them
- Describe your project in a coherent and engaging way
- Use AI for grant writing

Grant and project proposals for...

Scholarships

- External research stays
- Side projects
- Conference visits
- Advanced training

Self-presentation skills

- Short CV
- Motivation letter
- Online profile
- Pitch your project to funding bodies

KEY COMPETENCIES

The students will:

- reflect on their personal challenges in relation to their doctoral research experience to date
- understand the core aspects of intercultural communication in multilingual and multicultural contexts
- know the difference between harassment, conflict, and discrimination
- understand the character of potential Ombuds support
- produce an action plan for the further development

COURSE WORK

5h of pre-course reading and preparation, and 5h of post-course work (action plan).

Registration >

Course reference: 25-26WIN-INTERC

Facilitator: Dr. Veronika Lovrits & Martina Peskoller-Fuchs

Dates: 11 and 12 December 2025

Time: 9:00-17:00

Target group: All doctoral candidates

Location: On-site (Belval)

ECTS: 1

Total Workload: 24 hours

- In person: 14 h
- Pre-course work: 5h
- Post-course work: 5h

DESCRIPTION

This course supports PhD candidates in acquiring knowledge and building their practical intercultural skills for effective work in multilingual and multicultural research environments. Students will explore how cultural differences can influence communication, feedback, and assessment, reflect on their own experiences and challenges, and apply strategies for handling such situations effectively. «Culture» will be approached from a critical social constructivist perspective – as a base of knowledge and expectations co-created in the workplace, rather than as fixed features of national cultures meeting in space and time. The course includes discussions, activities, and personal reflection, leading to an individual action plan for further personal and professional development during their doctoral studies.

KEY COMPETENCIES

- Science communication

Registration >

DESCRIPTION

You will learn to visually communicate your complex research ideas and results so your messages are effortlessly understood by any specific audience (scientists or non-scientists). It is a structured, no fluff, memorable, easy to follow, useful and fun training that will empower and enable you to create effective images, slides, posters, and grants. You will immediately apply the new skills to communicate your own science, draw a graphical abstract and discuss it with your peers and receive actionable feedback on your images and slides.

Course reference: 25-26WIN-VISUAL

Facilitator: Dr. Jernej Zupanc

Dates: 17 December 2025

Time: 09:00 – 13:30

Target group: All PhD students

Location: Online

ECTS: 1

Total Workload: 22hours

- In person: 4,5h
- Pre-course work: 5h
- In-Between course work: 5,5h
- Post-course work: 7h

Self-study module - Mandatory Fundamentals, Slides, and Homework (5 h)

- **Fundamental Visual Communication:** understand how human visual perception and psychology shape our interpretation of visual information. Discover a science-based design method to visualize your research, making it easily comprehensible. We will cover strategic use of layout, eye-flow, colors, and typography applied to all types of scientific images.
- **Slides, Posters, Grants:** you will learn how to apply the design philosophy and strategies introduced in the Fundamentals to slides, posters, and grants. This will give you a holistic approach that builds from the first principles, makes sense and is easy to remember and apply.
- **Homework:** submit your images and slides to receive personalized feedback.

Live Workshop (17. December 2025, 4.5h)

- **Recap and Q&A:** an effective review of self-study topics and optional 1-on-1 consulting with facilitator to address your individual challenges.
- **Feedback on your submitted materials:** you will get actionable suggestions on how to improve your own scientific images and slides.
- **Graphical abstract drawing exercise:** you will draw a sketch of your research
- **Peer-instruction group discussion:** you will give and receive informed and structured feedback to improve yours' and other participants' images.

KEY COMPETENCIES

- Knowing key concepts, principles, norms, values of research integrity, as well as enhanced capacity to act in accordance with them.
- Identifying and preventing research misconduct and unacceptable research practice.
- Working in accordance with key principles, norms, and values of research integrity.
- Managing research integrity conflicts and dilemmas, as well as competently handling research misconduct and unacceptable research practices in case they occur.

COURSE WORK

Pre-course work (1h):

The participants will be asked to watch the movie «On being a scientist» and read the European Code of Conduct for Research Integrity.

Post-course work (10h):

Participants will be asked to write an essay on what measures they intend to take during their PhD to ensure that they conduct research with integrity.

DESCRIPTION

The main objective of the workshop “Good Scientific Practice” is to enable participants to understand, reflect on, and apply the basic principles, norms, and values of research integrity as codified in pertinent local, national, and international regulations and guidelines, especially the European Code of Conduct for Research Integrity. The participants will explore the differences and grey areas between good research practice, unacceptable research practice, and research misconduct. They will learn how unacceptable research practices and research misconduct can be recognized and prevented, how it should be addressed and dealt with in case it occurs, and what damage it can cause if it is handled improperly. The participants will learn to develop and apply measures and tools for safeguarding their personal research integrity, managing conflicts and dilemmas, and will be encouraged to discuss structural problems in the research environment and research system more broadly that may pose challenges to acting with integrity.

Course reference: 25-26WIN-GSPB

Facilitator: Mr. Tom Lindemann

Dates: 12, 13, 14 & 15 January 2026

Time: 9:00-13:00

Target group: All doctoral candidates

Location: On-site (Belval)

ECTS: 1

Total Workload: 25 hours

- In person: 14h
- Pre-course work : 1h
- Post-course work: 10h

Registration ➤

Participants will be asked to complete short individual exercises prior to the course and a written homework assignment after the course. Moreover, it is recommended (albeit not mandatory) that participants complete a series of short online courses on various aspects of research integrity available on the Embassy of Good Science.

The workshop builds on curricula and materials developed by several EU-funded projects on research integrity, especially VIRT2UE, Path2Integrity, and ROSiE. The key normative guidance document that will be referenced throughout the course is the European Code of Conduct for Research Integrity, and the course will focus on the good practices as well as the types of research misconduct and unacceptable research practices described therein. Whenever and to the greatest extent possible, the workshop will focus on challenges and dilemmas the participants have already encountered or are likely to encounter in their own research to enhance their capacity to act with integrity and competently navigate difficult situations.

The workshop encourages the active involvement of the participants and features the following didactical and pedagogical elements: case studies, small group discussions, plenary discussions, individual reflective exercises

KEY COMPETENCIES

- Data visualisation
- Statistical graphics

COURSE WORK

Pre-course work (2h):

Participants will be asked to bring a data visualisation that they find particularly (in-) effective for discussion in the class (specific instructions will be provided in due course).

Participants interested in Python implementations should make sure they have Python installed on their personal laptops prior to the course and make themselves familiar with elementary Python usage.

Post-course work (14h):

Participants will need to find a dataset (preferably but not necessarily relevant to their research) and develop one original data visualisation of their own, making sure they follow the principles discussed in the session and using some of the tools presented on the first days of the course. They will present a first draft of their work during the last session and, on the basis of the comments received, will revise and finalize their artwork after the sessions.

DESCRIPTION

Data visualisation and statistical graphics are fundamental ways to convey information and communicate scientific results. Easy as it may seem, preparing clear, accurate and effective graphics requires skills, care and (often) time.

The objective of this course is, first and foremost, to introduce a number of basic rules and principles for data visualisation and statistical graphics and—learning from good and bad examples—to point out useful tips and tricks and to avoid common mistakes and develop effective visual communication. Such rules are often obvious and simple ... but only once one has become aware of them! We will also look into the “grammar of graphics” and will review classic families of statistical graphics and visualisation designs.

Course reference: 25-26WIN-DATA

Facilitator: Dr. Philippe Van Kerm

Dates: 22, 23 January & 02 February 2026

Time: 22 & 23 January: 11:00 – 12:30 /
13:30 – 15:00
02 February: 13:30–16:30

Target group: All doctoral candidates

Location: On-site (Belval)

ECTS: 1

Total Workload: 25 hours

- In person: 9h
- Pre-course work : 2h
- Post-course work: 14h

Registration ➤

In this session, we will illustrate implementations using some of Python's plotting libraries, but the general principles and recommendations for data visualisation and statistical graphics will be relevant, irrespective of one's preferred software environment.

Applying concepts and tools covered in the first part of the course, participants will then be tasked to prepare and present an original data visualisation of their own. The individual projects will be reviewed and discussed in the group. (This part will not be tied to any software environment. Principles and examples shown in the first part of the course can be applied with Python's libraries, but participants will be allowed to use whatever environment they feel most comfortable with, e.g., R, Stata, Excel, etc.)

The course's main objective is to introduce participants to some key principles for data visualisation and statistical graphics and review a series of tips and tricks for effective visual communication – incl., avoiding visual distortions and clutter, optimizing visual perception of quantities, making effective use of annotations and colours, etc. The course also shows how to develop graphics and visualisations using Python's plotting libraries. During the course, participants prepare and present an original data visualization of their own to the group.