




Sample Programme of Training “Research Team Management”

DAY 1	Topic	Method
	Setting the Frame	
9:00	Introduction: Welcome and short presentation of trainer; presentation of participants; course objectives & focus areas, time schedule, rules of behaviour & roles	Trainer (T) presents course objectives, focus areas, time schedule, rules of behaviour & roles on flipchart (FC). Participants (Ps) present themselves interactively.
9:35	Expectations of participants / Contracting / Framesetting: topic, target, time (structure), rules & roles	Group work, plenary discussion & trainer input: Ps form small groups, discuss their expectations & note them down on FC. Afterwards they present them to the plenary. T matches expectations with course contents. T presents tool of framesetting on FC.
	Leading a Research Team with Role Awareness	
10.10	Definition of “leadership” and “management”, leadership roles and leadership styles	Teaching dialogue: T leads interactive dialogue with Ps about different leadership roles, related leadership styles as well as the difference between a manager and a leader, thereby producing basic visualization on FC to which all other tools can be connected.
10.30	Participants’ preferred leadership style: task, individual & team orientation	Sociometry: Ps position themselves in the room according to their leadership strengths and weaknesses and relate to their leadership experience. Here, also the results of the pre-course assessment are used.
10:45	 <i>Coffee break</i>	
11:00	Psychological roles (Transactional Analysis): Ego states & transactions	Here the main basic psychological model for communication and leadership is introduced. Trainer input, partner work & plenary discussion: T explains model of ego states on pinboard (PB) and kinds of transactions on FC. Ps understanding is secured with a partner exercise and an evaluation in the plenum.

Mastering Sensitive Leadership Situations


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| 12.00 | Appropriate value-based leadership: OKness (dignity) of human beings, separation between person and behaviour, praising or criticizing behaviour while respecting the person | Teaching dialogue: T leads interactive dialogue with Ps thereby creating a basis of values. |
| 12:30 |  <i>Lunch</i> | |
| 13.30 | Warm-up (energizer) | |
| 13.40 | Mastering Sensitive Leadership Situations | Group work: role plays & feedback: In small groups Ps bring in situations from their work lives. Two people act out a conversation and a third P observes them how they apply the Ego State model in their conversation. T observer give a feedback.
Ps thereby develop their perception of ego states, productive and unproductive interaction. |
| 14.20 | Lessons learned, role integration | Evaluation: plenary discussion & trainer input:
 Insights gained in the exercise are discussed in the plenum. Leadership interventions enabling productive interaction are collected on FC.
 T introduces a model of role-integrated communication for role awareness and role clarification. |


Managing Group Processes


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| 14.45 | Dynamics of a research team: forming, storming, norming, performing, mourning (Tuckman) | Teaching dialogue: Based on visualization on FC T leads interactive dialogue with Ps thereby explaining Tuckmans theory of team stages. |
| 15:00 |  <i>Coffee break</i> | |
| 15.15 | Participants' team development stage | Sociometry: Ps position themselves according to the stage their own team is in, explain development of their teams and strategies for further development. |

Productive Communication and Dealing with Conflicts

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15.35	Iceberg model of communication: layers of conflict	Trainer input: T explains iceberg model on FC that enables Ps to differentiate between problems and conflicts, assess the depth of a conflict and practice deep active listening.
15.50	(Deep) Active listening	Demonstration & call-out question: T demonstrates deep active listening with a voluntary P telling a real life case. Afterwards observations of other Ps are collected on FC to create a recipe for active listening.
16:10	 <i>Short break</i>	
16:20	Emotional intelligence: typical patterns of feelings & needs/values	Trainer input: T explains scheme needed for deep active listening that connects feelings with underlying needs and values.
16.40	Active listening: Case studies of conflicts as leader	Exercise in fishbowl setting & group work: Voluntary Ps coached by T do one round of active listening exercise in the plenary to demonstrate exercise and clarify possible questions. Thereby Ps know how to carry out the following exercise. Then in small groups Ps practice several rounds of active listening thereby analyzing conflicts from their work lives. This is a very structured exercise in small groups with a very strong learning effect.
17:45	Lessons learned	Evaluation (plenary discussion): Insights & questions of Ps regarding active listening.
17:55	Close	
18.00	<i>End of Day 1</i>	

DAY 2	Topic	Method
	Renewing the Frame & Securing of Learning	
9:00	Yesterday's learning points & action plan (transfer); flashlight (delphi method)	With the help of the presented & produced flipcharts exposed on the wall as well as guiding questions in the handout Ps review their learnings of the previous day and commit themselves to actions promoting personal and lab performance (action plan). In a flashlight Ps state their most important learnings and their needs for the second day.
	Planning of own and others work	
9.30	Setting and agreeing goals for oneself and team members (SMARTIES) enabling prioritization of goals/tasks	Trainer input, individual work & plenary discussion: T explains SMARTIES criteria for good goals on FC. With the help of a template in the handout Ps commit themselves to a well-defined real goal that will make a decisive change in their work life. Afterwards insights & questions are discussed in the plenary.
9:.55	Proactive task & time management: Prioritizing goals/tasks with the Eisenhower Principle modified by Covey enabling delegation (assignment) of goals/tasks	Individual work & teaching dialogue: Ps note down their tasks of a typical week. T leads an interactive dialogue with Ps explaining Eisenhowers/Coveys model. Afterwards insights & questions are discussed in the plenary
10.35	Re-prioritizing my tasks of a typical working week	Individual work & plenary discussion: Ps optimise their prioritisation of their tasks with Eisenhowers/Coveys model.
10:45	 <i>Coffee break</i>	
11:00	Delegation wheel for goal/task assignment: orientation (delegating goal/task, authorization & responsibility) - support - monitoring - feedback	Teaching dialogue: T explains delegation wheel to Ps on FC

11.20	Preparing a delegation & delegating a task to a team member	Individual work & partner work (role play): With the help of a template in the handout Ps prepare the delegation of a real task. Afterwards they delegate it to a partner and receive feedback.
11:50	Lessons learned	Evaluation (plenary discussion): Insights & questions of Ps regarding delegation.
12.00	Participants` preferred needs (security vs. relationship vs. autonomy) and related leadership style	Sociometry & small group discussion: Ps position themselves in the room according to their preferred needs. Afterwards they discuss the influence of their need preference on their personal leadership style.
12:30	 Lunch	
13.30	Warm-up (energizer)	
	Productive Communication and Dealing with Conflicts II.	
13.40	Aggressive confrontation (You-language) vs. Assertive confrontation (I-language)	Demonstration & call-out question: T demonstrates both you- and I-language. Afterwards the differences perceived by the Ps are noted down on FC.
13.55	Assertiveness (I-language); preparing a professional & assertive confrontation of a co-worker or colleague e.g. in order to enforce a task	Trainer input & individual work: T presents recipe for I-language on FC. Ps prepare their own I-language.
14.15	Applying I-language. Giving & receiving productive feedback (feedback training)	Trainer input & fishbowl exercise & feedback: T explains feedback rules. Voluntary P applies I-language and receives feedback from other Ps. Feedback givers receive feedback from T on giving feedback. Threerby Ps know how to carry out the following exercise.
14.30	Applying I-language and receiving productive feedback: Case studies of conflicts as leader	Group work: Ps in small groups practise I-language and receive feedback from observers and trainer

15:00	☰ <i>Coffee break</i>	
15:15	Lessons learned	Evaluation (plenary discussion): Insights & questions of Ps regarding I-language.
15:25	Negotiating solutions in conflicts with a win-win-strategy (Harvard Concept)	Trainer input: T explains win-win solution and Harvard concept on FCs.
15.55	Negotiating with the Harvard Concept	Individual & partner work: Ps prepare negotiation and then negotiate in pairs applying the Harvard concept.
16:10	Lessons learned	Evaluation (plenary discussion): Insights & questions of Ps regarding negotiation & conflict management in general.
16:25	☰ <i>Short break</i>	
	The Art of Motivating People	
16.30	Extrinsic vs. intrinsic motivation: What motivates me most at work? Maslow's pyramid of needs, Herzberg's hygiene factors and motivators	Card question & trainer input & plenary discussion: Ps write the aspect that motivates them most on cards. Afterwards on pinboard cards are aligned with Maslow's pyramid of needs. Then T presents Herzberg's theory on FC and Ps discuss it in relation to their own motivators.
17.00	Intrinsic motivation: Dealing with de-motivated co-workers & enabling motivation from within (Ryan/Deci)	Trainer input & brainwriting: T explains factors of intrinsic motivation on FC. Afterwards on several FCs Ps collect their ideas to enable these factors and thereby the intrinsic motivation of their team members.
	Securing of Learning & Close	
17:35	Today's learning points & action plan (transfer), final feedback; course evaluation and farewell	With the help of the presented & produced flipcharts exposed on the wall as well as guiding questions in the handout Ps review their learnings of the day and commit themselves to actions promoting personal and lab performance (action plan).
18.00	<i>End of Training</i>	