European Digital UniverCity

EDUC-SHARE

University of Rennes 1
2, rue du Thabor
35 000 Rennes
France

Ref. Ares(2022)5387659 - 26/07/2022

DELIVERABLE D6.1

Report on the needs in soft skills training based on the survey 'EDUC researchers and staff and their soft skills' and on the inventory of existing training programmes

University of Rennes 1
2, rue du Thabor
35 000 Rennes
France

Project Acronym	EDUC-SHARE
Project Full Name	European Digital UniverCity - Research and Innovation with and for Society
Grant Agreement No.	101017526
Programme	H2020
Instrument	SwafS
Start date of Project	01/02/2021
Duration	36 months
Deliverable No.	6.1
Document name	Deliverable 6.1 – Report on the needs in soft skills training based on the survey 'EDUC researchers and staff and their soft skills' and on the inventory of existing training programmes
Work Package	6
Associated Task	6.1
Dissemination Level	Public
Contractual Submission Date	31/7/2022
Actual Submission Date	
Main Author	Université Paris Nanterre
Institution	Université Paris Nanterre
E-mail	
Abstract	EDUC-SHARE D6.1 Report on soft skills
Keywords	Soft skills

University of Rennes 1
2, rue du Thabor
35 000 Rennes
France

Context

The digital and green transitions and the increasing use of automation and artificial intelligence in the workplace are regularly cited by thinkers and policymakers as increasing the need for re-skilling in the 21st century, notably in 'soft' skills. Skills and lifelong learning are also a strong European policy focus, including for European Universities.

The pandemic has hastened the uptake of digital learning technologies and the use of external digital learning material by universities. While this turn of events means universities are set to come under increasing pressure from alternative training providers (such as tech companies), it also offers opportunities for international collaboration between universities. As experiments in new forms of institutional cooperation, European University Alliances such as EDUC are ideal vehicles for experimenting with shared online training formats.

In 2021, EDUC universities carried out a survey among research and administrative staff to identify key interpersonal and transversal skills they would like to develop. Following on from this, in 2022-2023 EDUC universities will experiment in bringing together expertise from across the alliance to offer a training programme in soft skills.

The overall objective of EDUC-SHARE Work Package 6 ('Soft skills training offer') is to set up a programme to raise awareness and develop soft skills among researchers and administrative staff within the EDUC alliance. Work Package 6 (henceforth: WP6) is led by the EDUC-SHARE team at Université Paris Nanterre.

Soft skills survey

Within the context of WP6, a survey on soft skills for administrative and teaching staff within the EDUC alliance was designed (this action constituted Task 6.1: 'Assessment of their soft skills perception by researchers and administrative staff'). The text of the survey is included as an annex to this report.

In formulating a draft version of the survey, the EDUC-SHARE team at Université Paris Nanterre worked with soft skills specialists and HR representatives as well as the project teams from all EDUC universities. In devising the survey questions, particular emphasis was placed on the soft skills most useful in an international context.

The first WP6 ordinary meeting was held virtually on 23 June 2021. At this meeting, the questions for the survey were agreed with the EDUC-SHARE partners and steps were taken to collect the inventories of training programmes within the EDUC alliance.

The survey was first launched in September 2021 and ran until December. The survey was available in the six languages of the EDUC alliance. Results were anonymised and participation was entirely voluntary. The survey was run using Lime Survey and distributed internally at each university according to their own procedures and timelines. For example, at Nanterre, the survey was distributed in an individual email to staff, via the regular research newsletter, on the university homepage, and sent by research support staff to laboratories and services. The survey was also distributed via EDUC social media channels.

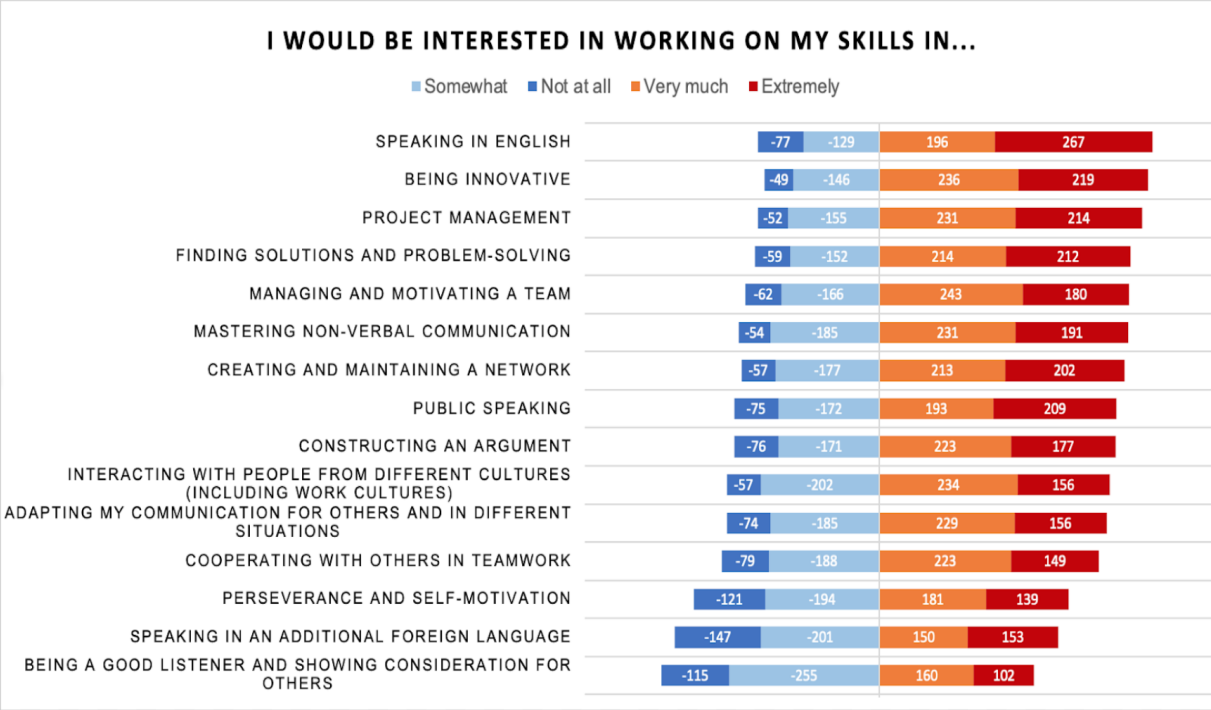
At Masaryk, it was not possible to run the survey as during this period the university HR and training services were undergoing transformation and staff had already been asked to complete many surveys. At Potsdam, the survey was carried out in the form of interviews with staff, and the findings (not included here) broadly confirmed the results below. The EDUC-SHARE group noted elsewhere that staff already feel over-solicited to complete surveys. Alternatives to surveys will be considered when planning later actions in the Work Package.

Results were analysed at the second ordinary meeting, held virtually on 8 December 2021. The key findings drawn from the results were as follows (complete results in Lime Survey statistics mode included as an annex to this report):

- **725 responses** were received. We thus met our M12 KPI (target: 480)
- A majority of respondents were **women** (63%), a majority were **administrative staff** (59%) and a majority were **not managers** of other staff (59%)
- A preference emerged for **short (up to half a day) trainings**
- Types of training: rejection of games-based trainings, but workshops, lectures, social events approved
- About half of respondents wanted to or were open to travelling to another institution, 27% said no and about 20% were unsure. Around ¾ however said they were interested in **online or blended** training
- Skills where respondents felt they were weakest included: non-verbal communication,

speaking English or another foreign language, managing a team, managing a project, maintaining a network and being innovative.

- The figure below summarises the most popular skills that respondents wanted to work on:



It was decided that these skills should be the priority, but not exclusive, focus when constructing the training offer. As speaking in English was rated the top skill, it was decided that training sessions should be in English but not consist in English language lessons as specific language courses are offered elsewhere in EDUC. Given the preference expressed for short online or blended training and the ongoing Covid-19 situation, it was decided that the first set of training sessions should be held online.

Training offer

These conclusions were read together with the inventories of staff training to identify where matches between the most popular skills identified in the survey and institutional strengths in training provision. For example, the inventories allowed us to identify strengths in soft skills and gender equality training at University of Cagliari (for example, the SUPERA Project) and at University of Rennes 1 (for example, SUPTICE). Potsdam Graduate School offers inventive

training in networking, career management and resilience aimed at researchers. Innovation is a strength at University of Pécs, which houses the Simonyi Business and Economic Development Center, and at Cagliari's Contamination Lab. It was decided that we should take advantage of Masaryk University's prior collaboration with the soft skills training provider Azteka. At Nanterre we drew on expertise on responsible business practice from the 'EDUCating for Positive Management' project. A provisional finding, to be further explored in Tasks 6.3 and 6.4 (valorising soft skills in HR departments), is that training provision at EDUC universities makes a perhaps overly strict separation between administrative and teaching staff – while their needs may be distinct in many areas, when it comes to soft skills their needs may in fact be more similar than commonly supposed.

Beyond assisting in the elaboration of the training programme, it was also observed that inventories will be useful in Tasks 6.3 and 6.4 and would be of further use for EDUC development (for example, work done in this WP helped inform the training tasks proposed in the second-round EDUC alliance funding bid in 2022).

Other points discussed in the formulation of the training offer:

- 'Soft skills' is an unloved term, but regularly cited as important by employers. Should we use a different term?
- EDUC trainings would have the advantage over rival online training offers in that they would involve interaction with instructor (not just auditing a class)
- EDUC trainings should be free for the user
- Due to their nature, EDUC trainings constitute international experience for participants, allowing them to interact with staff from other EDUC universities
- It should be explored whether participation in EDUC trainings could be valorised via a certificate

At the third ordinary meeting, held virtually on 22 February 2022, propositions for training sessions were gathered from all EDUC universities and put together to form an initial package. This constituted EDUC-SHARE **Milestone 8**, 'Prototype soft skills training offer', which is included as an annex to this report.

At the fourth ordinary meeting, held virtually on 2 May 2022, financial details concerning the

organisation of the training programme were discussed and planned.

At the fifth and sixth ordinary meetings, to be held virtually in June and October 2022, the training sessions will be booked for November-December 2022.

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101017526.

University of Rennes 1
2, rue du Thabor
35 000 Rennes
France

ANNEX 1

Soft Skills Prototype Training Offer

MILESTONE 8 – Prototype Training Offer

European Digital UniverCity

EDUC-SHARE

21st Century Skills Training

Identify and mobilize your soft skills

Soft skills are increasingly valued by recruiters. Used on a daily basis, they help to anticipate a person's ability to integrate easily, to work in a team and/or independently. This workshop will help you identify your soft skills and develop them

Instructor: Lucy Arbuckle, Université de Rennes 1

Modalities: 2-3 hours, online. English level required: B2-C1

Number of participants: 10-12

UNIVERSITÉ DE RENNES 1

Master brain

- Learn how to learn.
- Do you know how long our brain develops? The whole life! We just need to teach it how.
- Discover how the brain works and how to learn anything.

Instructors: Pavla Líčeníková and Václav Strnadel are soft skills trainers (Azteka).

Modalities: half day, online

Number of participants: 12

AZTEKA

Problem-solving and decision-making

The training activities will refer to the scientific area of Cognitive Psychology Applied to Problem Solving and Decision Making. During the 3 hours of the course, the teachers will address the following aspects of problem-solving and decision making:

- Topic presentation
- Exercise
- Problem finding – detection of a problem
- Problem setting – definition of a problem
- Problem analysis – decomposition of the main problem in secondary problems
- Decision making – decision on how to act
- Decision taking – transition to action
- Question time
- Discussion and conclusions

Instructors: Cristina Cabras is an Associate Professor of Social Psychology, Work and Organizational Psychology at University of Cagliari. She is coordinator of Bachelor and Master Degree Programs in Psychology and a member of the Training Commission. She is involved in the training of the administrative staff related to the following topics: Organizational and Interpersonal Communication; Leadership and Team Building, Problem Solving and Decision Making, Conflict Management and Negotiation Strategies.

Mirian Agus is an Associate Professor of Psychometrics at University of Cagliari. She is involved in the following topics: the study and the training activities of psychological functions related to probabilistic and statistical reasoning; the aspects related to the promotion of well-being in multiple contexts throughout life.

Modalities: 3 hours, online (one session in December 2022 and one in January 2023)

Number of participants: 50

Introduction to storytelling

'Mostly we rely on stories to put our ideas into context and give them meaning' (Tim Brown)

- Stories are what create and maintain cultures. They shape not only how we see ourselves, but how we see the world. Storytelling is core to communicating effectively, taps into our innate creativity, facilitates cohesion and understanding.
- Learn about storytelling frameworks
- Learn about storytelling templates

Instructors: Zsolt Bedő and Vivien Csapi are Directors of the Simonyi Business and Economic Development Center at the University of Pécs.

Modalities: 2 hours, online (OpenUp)

Number of participants: 16-20

simonyi BEDC
ENTREPRENEURSHIP CENTER
UNIVERSITY OF PÉCS

Design thinking through storytelling

- How do we create innovative products and services that will solve big problems? By understanding the connection between empathy, storytelling and innovation. Stories are the only tool we have to create connections. Connection creates understanding, understanding creates agreement and agreement facilitates action towards a shared goal that brings new innovations into being.
- Start with a project hook: An opening so exciting that it convinces the audience that your story is worth listening/reading.
- Create your (emotional character) persona
- Learn about storytelling frameworks (from an innovation perspective)
- Pitch your story

Instructors: Zsolt Bedő and Vivien Csapi are Directors of the Simonyi Business and Economic Development Center at the University of Pécs.

Modalities: 2 hours, online (OpenUp)

Number of participants: 16-20

simonyi BEDC
ENTREPRENEURSHIP CENTER
UNIVERSITY OF PÉCS

Sense-making at work

In this interactive workshop, Béatrice Bellini will introduce and discuss with participants the concepts of well-being and meaning at work. Sharing her experience of the 'EDUCating for Positive Management' project, Béatrice will discuss the notions of team well-being and the place of the social at work in a French and European context.

Instructor: Béatrice Bellini is Associate Professor in Management at the University of Paris Nanterre, where she leads the Positive Business Chair (UNESCO), which develops socially and environmentally responsible management teaching and practice. She also leads the project 'EDUCating for Positive Management', which develops tools and methods for responsible management within EDUC.

Modalities: 2 hours, online

Number of participants: TBC

Positive Business Chair

EDUCating for Positive Management

Building a common culture

Goal: Create a common culture shared by a team (in a lab, in a department, in a university, etc.)

When people say, "it's just the way things are around here," they're talking about culture. Culture sets norms in an organization – whether to take risks, whether and how people are encouraged and promoted, how people interact, how problems are solved, how to share bad news.

This workshop is about how culture defines the way a group operates and how to define one's culture.

<u>This workshop is aimed at team leaders (of any size of team) at universities.</u>

Instructor: Pascale Manoïlov is Associate Professor of English Linguistics and Didactics at University of Paris Nanterre.

Modalities: 2 hours, online

Number of participants: 12-16

Université Paris Nanterre

Non-verbal communication

In this session, Camille Debras will offer a practical introduction to the basics of understanding non-verbal communication and offer participants tips on how to make more effective use of expressions and gestures, both in face-to-face interactions and on Zoom.

Instructor: Camille Debras is Associate Professor of English Linguistics and Vice-President for European Programmes at University of Paris Nanterre.

Modalities: 2 hours, online

Number of participants: TBC

Université Paris Nanterre

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101017526.

University of Rennes 1
2, rue du Thabor
35 000 Rennes
France

ANNEX 2

EDUC-SHARE Soft Skills Survey

(English version)

EDUC-SHARE soft skills survey
English version

The EDUC (European Digital UniverCity) alliance is formed of University of Cagliari, Masaryk University, University Paris Nanterre, University of Pécs, University of Potsdam and University Rennes 1.

The following survey is being issued to all administrative and teaching/research staff members of the universities of the EDUC alliance. The purpose of the survey is to assess staff needs in the area of "soft skills".

The results of the survey will be used to design training programmes for staff within the context of EDUC-SHARE (the research pillar of EDUC).

"Soft skills" refer to a variety of transferable and interpersonal skills which are increasingly important in the contemporary workplace.

This survey focuses on the skills most useful in an international context.

All answers to the survey are anonymous. Participation is entirely voluntary.

Section 1
General questions
Tick the relevant box

1) I am a member of teaching staff/administrative staff
2) I manage other staff members/I don't manage other staff members
3) I am male/female
4) I work at University of Nanterre/Rennes 1/Potsdam/Pécs/Cagliari/Masaryk

Section 2: Skills which are important to me at work
Please evaluate how important the following soft skills are in your daily work:
Scale: 1-not at all, 2-somewhat, 3-very much, 4-extremely

1) perseverance and self-motivation
2) adapting my communication for others and in different situations
3) constructing an argument
4) mastering non-verbal communication
5) public speaking
6) speaking in English
7) speaking in an additional foreign language
8) being a good listener and showing consideration for others
9) cooperating with others in teamwork
10) managing and motivating a team
11) being innovative
12) finding solutions and problem-solving
13) project management
14) creating and maintaining a network
15) interacting with people from different cultures (including work cultures)

Section 3: My perception of my soft skills

In a professional context…

Scale: 1-not at all, 2-somewhat, 3-very much, 4-extremely

1) I know how to motivate myself and persevere
2) I know how to adapt my communication for others and in different situations
3) I know how to construct an argument
4) I know how to master non-verbal communication
5) I know how to speak in public
6) I can speak English
7) I can speak in an additional foreign language
8) I am a good listener and show consideration for others
9) I know how to cooperate with others in teamwork
10) I know how to manage and motivate a team
11) I know how to be innovative
12) I know how to find solutions and solve problems
13) I know how to manage a project
14) I can create and maintain a network
15) I know how to interact with people from different cultures (including work cultures)

Section 4 : Skills that I would like to work on/my training needs

I would be interested in working on my skills in…

Scale: 1-not at all, 2-somewhat, 3-very much, 4-extremely

1) perseverance and self-motivation
2) adapting my communication for others and in different situations
3) constructing an argument
4) mastering non-verbal communication
5) public speaking
6) speaking in English
7) speaking in an additional foreign language
8) being a good listener and showing consideration for others
9) cooperating with others in teamwork
10) managing and motivating a team
11) being innovative
12) finding solutions and problem-solving
13) project management
14) creating and maintaining a network
15) interacting with people from different cultures (including work cultures)

Section 5 : Training preferences

In terms of the length of **time I could invest in training**, I would be interested in…

Tick the relevant box: yes, no, I don't know

1) very short training programmes (e.g. workshops of 2 hours max)
2) short training programmes (half a day)
3) long training programmes (2-5 days)
4) longer training programmes

In terms of **place**, I would be interested in taking part in training programmes…
Tick the relevant box: yes, no, I don't know

1) in my home institution
2) in a university abroad
3) online
4) online and in person

In terms of **types of training**, I would be interested in…
Tick the relevant box: yes, no, I don't know

1) workshops based on exchanging practices and sharing experiences in my normal work language
2) workshops aimed at people in a similar role to me
3) workshops in which research and teaching staff mix with administrative staff
4) workshops involving teamwork
5) language courses
6) opportunities to practice conversation in a foreign language
7) workshops involving games (theatre, role play, improvisation)
8) academic courses
9) social events (café-discussions)
10) lectures
11) debates
12) training trips abroad

In terms of **expectations**, I would be interested in training programmes in which…
Tick the relevant box: yes, no, I don't know

1) I learn new knowledge
2) I learn new skills
3) I meet new people from the EDUC alliance
4) I travel

Section 9 : Languages
I assess my language skills as follows:
Tick the relevant box: no knowledge, beginner, intermediate, advanced

1) German
2) English
3) French
4) Hungarian
5) Italian
6) Czech

I would be interested by an offer of training in the following languages:
Tick the relevant box: yes, no, don't know

1) German
2) English
3) French
4) Hungarian

5) Italian
6) Czech

[SUBMIT]

Thank you for your time. Your responses will contribute to the development of a training programme within the EDUC alliance.

European Digital UniverCity

EDUC-SHARE

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101017526

University of Rennes 1
2, rue du Thabor
35 000 Rennes
France

ANNEX 3

Soft Skills Survey Results

Local Government Coastal Adaptation SOCIO-ECONOMIC Survey Results

Survey Results Home | Survey Home | Help

Statistics

General filters

Response filters

Statistics

Results
Number of responses to this survey: 725
Total monthly in survey: 725
Percentage of total: 100.00%
Refresh

Gender

Answer	Count	Percentage
Male (MALE)	555	76.17%
Female (FEMALE)	170	23.32%
Other (OTHER)	4	0.54%
Prefer not to say	1	0.14%
Not applicable	0	0.00%
Not displayed	0	0.00%

Year of birth

Answer	Count	Percentage
Prior to 1940 (PRIOR)	1	0.14%
Between 1940 and 1949 (1940s)	10	1.37%
Between 1950 and 1959 (1950s)	50	6.86%
Between 1960 and 1969 (1960s)	90	12.36%
Between 1970 and 1979 (1970s)	137	18.81%
Between 1980 and 1989 (1980s)	187	25.68%
Between 1990 and 1999 (1990s)	187	25.68%
Between 2000 and 2009 (2000s)	102	14.00%
Between 2010 and 2019 (2010s)	50	6.86%
Not applicable	0	0.00%
Not displayed	0	0.00%

Is a member of a recreational club?

Answer	Count	Percentage
Yes (YES)	96	13.24%
No (NO)	629	86.76%
Not applicable	0	0.00%
Not displayed	0	0.00%

Is a member of a recreational club?

Answer	Count	Percentage
Yes (YES)	96	13.24%
No (NO)	629	86.76%
Not applicable	0	0.00%
Not displayed	0	0.00%

Which club is a member of?

Answer	Count	Percentage
Rotary Numbers (ROTARY)	16	16.67%
Rotary - Individual (ROTARY)	1	1.04%
Chamber (CHAMBER)	1	1.04%
Lions Club (LIONS)	3	3.13%
Legacy (LEGACY)	1	1.04%
Kiwanis (KIWANIS)	2	2.10%
Not applicable	0	0.00%
Not displayed	0	0.00%

Skills which are important to me and I Rate Landgate has improved the following skills and is pure delta (improvement) and will continue to improve (pure delta)
Understanding the communities I live in and are affiliated (belonging)

Answer	Count	Percentage
Not at all (NRMS1)	0	0.00%
Somewhat (NRM2)	10	1.38%
Very much (NR3)	224	30.90%
Extremely (NR4)	491	67.72%
Not applicable	0	0.00%
Not displayed	0	0.00%

Skills which are important to me and I Rate Landgate has improved the following skills and is pure delta (improvement) and will continue to improve (pure delta)
Understanding the communities I live in and are affiliated (belonging)

Answer	Count	Percentage
Not at all (NRMS1)	0	0.00%
Somewhat (NRM2)	10	1.38%
Very much (NR3)	224	30.90%
Extremely (NR4)	491	67.72%
Not applicable	0	0.00%
Not displayed	0	0.00%

Skills which are important to me and I Rate Landgate has improved the following skills and is pure delta (improvement) and will continue to improve (pure delta)
**Sense of community

Intermediate (EMS) 1,197 39.41%
Not answered 0 0.00%
Not displayed 0 0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Improving my knowledge

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Sharing knowledge with others

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Conducting training

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Conducting research

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Supervising and monitoring

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Coordinating with others

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Leadership

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Writing reports

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Preparing and presenting

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Facilitating

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Developing materials

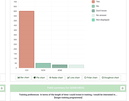
Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Conducting training

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Conducting research

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%



Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Supervising and monitoring

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Coordinating with others

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Leadership

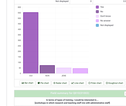
Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Writing reports

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Preparing and presenting

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%



Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Facilitating

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Developing materials

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Skills that I would like to work on by taking water supply/ sanitation management is working in my skills to ... Conducting training

Answer	Count	Percentage
Not at all (NMS)	75	2.47%
Somewhat (SS)	1,027	33.81%
Very much (VM)	1,197	39.41%
Extremely (EMS)	737	24.26%
No answer	0	0.00%
Not displayed	0	0.00%

Training preferences - In terms of the length of time, would these training - capacity improvement, skills which training would be most useful to you?

Answer	Count	Percentage
Yes (YES)	1,197	39.41%
No (NOTA)	737	24.26%
Don't know (DNK)	0	0.00%
No answer	0	0.00%
Not displayed	0	0.00%

Training preferences - In terms of the length of time, would these training - capacity improvement, skills which training would be most useful to you?

Answer	Count	Percentage
Yes (YES)	1,197	39.41%
No (NOTA)	737	24.26%
Don't know (DNK)	0	0.00%
No answer	0	0.00%
Not displayed	0	0.00%

In terms of years, would is necessary to attend your training programmes - Capacity

Answer	Count	Percentage
Yes (YES)	1,197	39.41%
No (NOTA)	737	24.26%
Don't know (DNK)	0	0.00%
No answer	0	0.00%
Not displayed	0	0.00%

In terms of years, would is necessary to attend your training programmes - Skills

Answer	Count	Percentage
Yes (YES)	1,197	39.41%
No (NOTA)	737	24.26%
Don't know (DNK)	0	0.00%
No answer	0	0.00%
Not displayed	0	0.00%

In terms of years, would is necessary to attend your training programmes - Knowledge (general)

Answer	Count	Percentage
Yes (YES)	1,197	39.41%
No (NOTA)	737	24.26%
Don't know (DNK)	0	0.00%
No answer	0	0.00%
Not displayed	0	0.00%

In terms of years, would is necessary to attend your training programmes - Knowledge (specific)

Answer	Count	Percentage
Yes (YES)	1,197	39.41%
No (NOTA)	737	24.26%
Don't know (DNK)	0	0.00%
No answer	0	0.00%
Not displayed	0	0.00%

In terms of years, would is necessary to attend your training programmes - Attitude

Answer	Count	Percentage
Yes (YES)	1,197	39.41%
No (NOTA)	737	24.26%
Don't know (DNK)	0	0.00%
No answer	0	0.00%
Not displayed	0	0.00%

In terms of years, would is necessary to attend your training programmes - Skills (specific)

Answer	Count	Percentage
Yes (YES)	1,197	39.41%
No (NOTA)	737	24.26%
Don't know (DNK)	0	0.00%
No answer	0	0.00%
Not displayed	0	0.00%

In terms of years, would is necessary to attend your training programmes - Knowledge (general)

Answer	Count	Percentage
Yes (YES)	1,197	39.41%
No (NOTA)	737	24.26%
Don't know (DNK)	0	0.00%
No answer	0	0.00%
Not displayed	0	0.00%

In terms of years, would is necessary to attend your training programmes - Knowledge (specific)

Answer	Count	Percentage
Yes (YES)	1,197	39.41%
No (NOTA)	737	24.26%
Don't know (DNK)	0	0.00%
No answer	0	0.00%
Not displayed	0	0.00%

In terms of years, would is necessary to attend your training programmes - Attitude

Answer	Count	Percentage
Yes (YES)	1,197	39.41%
No (NOTA)	737	24.26%
Don't know (DNK)	0	0.00%
No answer	0	0.00%
Not displayed	0	0.00%

In terms of years, would is necessary to attend your training programmes - Skills (specific)

Answer	Count	Percentage
Yes (YES)	1,197	39.41%
No (NOTA)	737	24.26%
Don't know (DNK)	0	0.00%
No answer	0	0.00%
Not displayed	0	0.00%

In terms of capacities, - Capacity improvement (management or skills)

Answer	Count	Percentage
Yes (YES)	1,197	39.41%
No (NOTA)	737	24.26%
Don't know (DNK)	0	0.00%
No answer	0	0.00%
Not displayed	0	0.00%

In terms of capacities, - Capacity improvement (organization or skills)

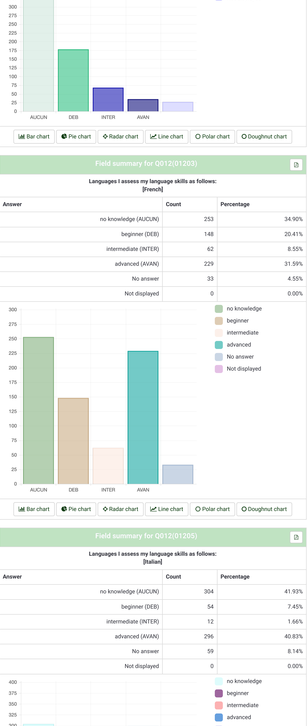
Answer	Count	Percentage
Yes (YES)	1,197	39.41%
No (NOTA)	737	24.26%
Don't know (DNK)	0	0.00%
No answer	0	0.00%
Not displayed	0	0.00%

Bar chart | Pie chart | Radar chart | Line chart | Polar chart | Doughnut chart

Field summary for Q011(01103)

In terms of expectations, I would be interested in training programmes in which...
[I meet new people from the EDUC alliance]

Answer	Count	Percentage
Yes (OUI)	425	58.62%
No (NON)	102	14.07%
Don't know (JENE)	147	20.28%
No answer	51	7.03%
Not displayed	0	0.00%

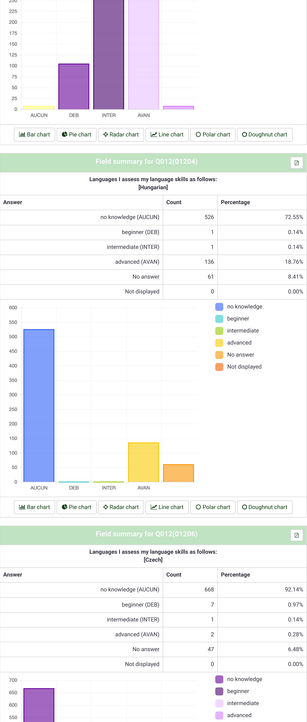


Bar chart | Pie chart | Radar chart | Line chart | Polar chart | Doughnut chart

Field summary for Q011(01104)

In terms of expectations, I would be interested in training programmes in which...
[I travel]

Answer	Count	Percentage
Yes (OUI)	416	57.38%
No (NON)	149	20.55%
Don't know (JENE)	99	13.66%
No answer	61	8.41%
Not displayed	0	0.00%



Bar chart | Pie chart | Radar chart | Line chart | Polar chart | Doughnut chart

Field summary for Q012(01201)

Languages I assess my language skills as follows:
[German]

Answer	Count	Percentage
no knowledge (AUCUN)	417	57.52%
beginner (DEB)	178	24.55%
intermediate (INTER)	68	9.38%
advanced (AVAN)	35	4.83%
No answer	27	3.72%
Not displayed	0	0.00%

Bar chart | Pie chart | Radar chart | Line chart | Polar chart | Doughnut chart

Field summary for Q012(01202)

Languages I assess my language skills as follows:
[English]

Answer	Count	Percentage
no knowledge (AUCUN)	8	1.10%
beginner (DEB)	105	14.48%
intermediate (INTER)	326	44.97%
advanced (AVAN)	278	38.34%
No answer	8	1.10%
Not displayed	0	0.00%

Bar chart | Pie chart | Radar chart | Line chart | Polar chart | Doughnut chart

Field summary for Q012(01203)

Languages I assess my language skills as follows:
[French]

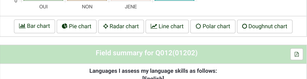
Answer	Count	Percentage
no knowledge (AUCUN)	253	34.90%
beginner (DEB)	148	20.41%
intermediate (INTER)	62	8.55%
advanced (AVAN)	229	31.59%
No answer	33	4.55%
Not displayed	0	0.00%

Bar chart | Pie chart | Radar chart | Line chart | Polar chart | Doughnut chart

Field summary for Q012(01204)

Languages I assess my language skills as follows:
[Hungarian]

Answer	Count	Percentage
no knowledge (AUCUN)	526	72.55%
beginner (DEB)	1	0.14%
intermediate (INTER)	1	0.14%
advanced (AVAN)	136	18.76%
No answer	61	8.41%
Not displayed	0	0.00%

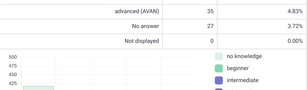


Bar chart | Pie chart | Radar chart | Line chart | Polar chart | Doughnut chart

Field summary for Q012(01205)

Languages I assess my language skills as follows:
[Italian]

Answer	Count	Percentage
no knowledge (AUCUN)	304	41.93%
beginner (DEB)	54	7.45%
intermediate (INTER)	12	1.66%
advanced (AVAN)	296	40.83%
No answer	59	8.14%
Not displayed	0	0.00%



Bar chart | Pie chart | Radar chart | Line chart | Polar chart | Doughnut chart

Field summary for Q012(01206)

Languages I assess my language skills as follows:
[Czech]

Answer	Count	Percentage
no knowledge (AUCUN)	668	92.14%
beginner (DEB)	7	0.97%
intermediate (INTER)	1	0.14%
advanced (AVAN)	2	0.28%
No answer	47	6.48%
Not displayed	0	0.00%

Bar chart | Pie chart | Radar chart | Line chart | Polar chart | Doughnut chart

Field summary for Q013(01301)

I would be interested by an offer of training in the following languages:
[German]

Answer	Count	Percentage
Yes (OUI)	206	28.41%
No (NON)	406	56.00%
No answer	113	15.59%
Not displayed	0	0.00%

Bar chart | Pie chart | Radar chart | Line chart | Polar chart | Doughnut chart

Field summary for Q013(01302)

I would be interested by an offer of training in the following languages:
[English]

Answer	Count	Percentage
Yes (OUI)	556	76.69%
No (NON)	122	16.83%
No answer	47	6.48%
Not displayed	0	0.00%

Bar chart | Pie chart | Radar chart | Line chart | Polar chart | Doughnut chart

Field summary for Q013(01303)

I would be interested by an offer of training in the following languages:
[French]

Answer	Count	Percentage
Yes (OUI)	209	28.83%
No (NON)	406	56.00%
No answer	110	15.17%
Not displayed	0	0.00%

Bar chart | Pie chart | Radar chart | Line chart | Polar chart | Doughnut chart

Field summary for Q013(01304)

I would be interested by an offer of training in the following languages:
[Hungarian]

Answer	Count	Percentage
Yes (OUI)	154	21.24%
No (NON)	444	61.24%
No answer	127	17.52%
Not displayed	0	0.00%

Bar chart | Pie chart | Radar chart | Line chart | Polar chart | Doughnut chart

Field summary for Q013(01305)

I would be interested by an offer of training in the following languages:
[Italian]

Answer	Count	Percentage
Yes (OUI)	186	25.66%
No (NON)	423	58.34%
No answer	116	16.00%
Not displayed	0	0.00%

Bar chart | Pie chart | Radar chart | Line chart | Polar chart | Doughnut chart

Field summary for Q013(01306)

I would be interested by an offer of training in the following languages:
[Czech]

Answer	Count	Percentage
Yes (OUI)	61	8.41%
No (NON)	531	73.24%
No answer	133	18.34%
Not displayed	0	0.00%

Bar chart | Pie chart | Radar chart | Line chart | Polar chart | Doughnut chart

Export images

University of Rennes 1
2, rue du Thabor
35 000 Rennes
France

ANNEX 4

Training Inventories

Inventory of staff training in relation to soft skills at University of Potsdam

Lifelong learning is considered a crucial aspect of employment at the University of Potsdam. It not only serves to further develop individual skills and competences, but also helps to cope with new challenges in the workplace. Individual potential is to be promoted through a diverse range of qualifications as well as further and continuing education programmes. Topic- and target group-specific offers, which are provided by various actors and institutions of the University of Potsdam as well as external providers, help to expand or renew the respective skills.

The following structural units as well as selected external institutions offer qualification, further education and/or training opportunities in regard to soft skills in the broadest sense of its understanding.

1. Internal units

Human Resources Management and Chancellor of the University

The division of Human Resources at UP is the contact point for all questions and concerns regarding staff matters. The Division of Human Resources also includes the Health Management, the Service for Families as well as support structures for qualification, further and continuing education for employees and staff development. Besides, since 2016, the university of Potsdam has been bearing the “HR Excellence in Research” seal of the European Commission and adhering to the “European Charter for Researchers“ and the “Code of Conduct for the Recruitment of Researchers.” The charter and code aim to create a coherent basis of values and working conditions for researchers in Europe and beyond.

Together with the central administrative departments of UP, a training series is offered by the Chancellors office for employees of the university's administration, which includes a kick-off event on general administrative knowledge as well as topic-specific workshops on the core areas of university administration, like e.g. a diversity and inclusion training.

International Office

Teaching & Research: The Erasmus+ program promotes teaching at European partner universities, with which the University of Potsdam has concluded an Interinstitutional Agreement. Through your stay, you should strengthen the European dimension of the host university, supplement your offer with that of the host university and impart your expertise to

students who do not want to or can not study abroad. Of course, the Potsdam students will also benefit from their international experience.

Administrative & technical staff: For further education and training purposes, higher education staff from a German higher education institution may be to a host higher education institution participating in the Erasmus+ Programme or to another institution established in another Programme Country and active in the labour market or in the fields of education, training or youth. This activity promotes the professional development of higher education staff through training abroad (excluding conferences) and job shadowing at a partner higher education institution or at equivalent institutions abroad.

Target group: Technical and administrative staff, teaching staff
Topic: International mobility

Coordination Office for Equal Opportunities (KfC)

The Coordination Office for Equal Opportunities advises, sensitises and informs university members on topics such as gender-based discrimination, diversity-conscious everyday university life and equal participation for all.

Target group: University members of the University of Potsdam.
Topics: Gender justice, equality, gender diversity, inclusive language, anti-discrimination, diversity, conflict management

Potsdam Graduate School (PoGS)

The PoGS is the skills and advising center for junior and advanced researchers at the University of Potsdam. The task of the Potsdam Graduate School is to promote the structured education and training of doctoral students and postdocs in accordance with and in compliance with defined quality standards. This task is executed through the provision of interdisciplinary continuing education for doctoral students and postdocs, the development and implementation of quality standards for doctoral studies at the University of Potsdam in cooperation with the faculties and participating graduate programmes as well as the support of structured graduate programmes and individual doctoral students and postdocs.

Target group: PhD students, postdocs, junior professors, new professors at the University of Potsdam
Topics: Career development, workshops, continuing education programmes, High Potentials - Academy for Postdocthoral Career Development, Network of Talents

Health Steering Group

In an age of constant acceleration and ever-increasing performance demands, the support of a healthy experience and behaviour, even during every day working life, is more important than ever! Maintaining and improving the health of our employees is an important concern.

Health management offers a broad spectrum. In addition to established offers such as the PausenExpress, you will also find exclusive health-oriented measures this year that are free of charge for you.

Target group: Employees of the University of Potsdam
Topic: Health management

2. External institutions

Brandenburg State Academy for Public Administration (LAköV)

The Brandenburg State Academy for Public Administration (LAköV) is responsible for interdepartmental further training for state employees of the general non-technical administrative service in the state of Brandenburg.

Target group: State employees of the non-technical administrative service in the state of Brandenburg.
Subject: Executive training, specialist and function-related training, languages, special offers

Freie Universität Berlin Center for Continuing Education

The Center for Continuing Education is a central institution of Freie Universität Berlin and offers a wide range of professional and cultural continuing education opportunities. Employees of the University of Potsdam can also take advantage of the (fee-based) offerings.

Target group: All
Subject: broad spectrum of formats in vocational and cultural education

International DAAD Academy (iDA)

Since its foundation in 2006, the iDA has provided further training to more than 8,000 university staff members from teaching, research, administration and science management. With approximately 100 courses per year, the iDA provides the most comprehensive range of courses on internationalisation issues in Europe.

Target group: Employees of the International Offices, internationalisation officers, university administration, teaching staff, science managers
Topic: Internationalisation

Date: 31 August 2021

Author: Dr. Katja Jung; Project Manager EDUC

++++++++++++++++++++++++++++++++

Soft skill trainings at UP für Academics

Keyword	Training	Description	Provider	Language	Audience	Duration	Method	Fees
Career planning	Potential Check	The Potential Check offers a professional assessment of relevant professional and activity-related strengths and weaknesses with regard to career options both within and outside the higher education and science sector. Participants receive impulses and suggestions for their individual further development and professional focus.	Potsdam Graduate School (hiring also three external trainers)	German	Academic; Doctoral students and post-doctoral researchers at the University of Potsdam and at universities and non-university institutes in the state of Brandenburg	One day (approx. 11 hours)	Individual and group exercises; Discussion round, discussion exercise, presentation, self-reflection, career oracle, individual feedback	60 € for postdocs/doctoral researchers of the University of Potsdam, 240 € for postdocs/doctoral researchers of our partner institutes and 290 € for external postdocs/doctoral researchers.
Quality in teaching	Junior Teaching Professionals	- Six university didactic workshops and one individual coaching sessions - the implementation of supervised and independent teaching - Mentoring by experienced university teachers - Networking: peer teaching observation and Forum ProLehre Goals: - Getting to know current concepts of learning and knowledge transfer - Recognising one's own understanding of one's role - Efficient planning of your own course with professional support and its independent implementation - Benefit from individual feedback on your own teaching and from the exchange of experiences with colleagues - A:ARapid implementation of what has been learned in practice	Potsdam Graduate School	German	Academic; PhD students from all disciplines	12 months certificate program	Workshops and mentoring program	Depends on status and affiliation
Quality in teaching	Senior Teaching Professionals	- University didactic training (6 workshops) - Independent teaching at the University of Potsdam (2 SWS) - Mentoring by experienced university lecturers - Collegial exchange through teaching observations and Forum ProLehre	Potsdam Graduate School	German	Academic: Postdocs, Juniorprofs and New Appointees	12 months	Workshops, practical training, networking	none
Quality in international teaching	International Teaching Professionals	Programme goals • Getting to know the German teaching system • Confident and self-assured appearance in the classroom • Dealing with critical students • New ideas and motivation for teaching • Dealing with stress and improving the atmosphere in class • Reduction of workload through targeted e-learning • Reflection on the lecture with didacticians and colleagues • Interdisciplinary exchange with other ITP participants • Constructive feedback on challenges from colleagues and mentors	Potsdam Graduate School	English	Academic; International and German doctoral students and postdocs who want to orientate themselves internationally	12 months	didactic training by experts (7 workshops in English); Practical teaching project; Mentoring; Networking	Depends on status and affiliation
Entrepreneurship	Science meets Market	Objectives • Examining the possibility of transferring one's own research into business, society or industry • Development of business ideas and business models • Insights into marketing, financing and legal basics of academic start-ups • Understand team building processes • Apply convincing presentation, communication and negotiation techniques • Learn about and try out creative tools for generating ideas • Identifying best practice examples, current trends and issues in the start-up community • Networking	Potsdam Graduate School in collaboration with Potsdam Transfer, Startup Service, Potsdam Science Park, Standortmanagement Golm GmbH, MediaTech Hub Potsdam Management GmbH	German	Academic; Doctoral students, postdocs, junior professors, Master's students interested in doing a doctorate and founding a company	9 months	8 Workshop moduls, Supporting programme, Kick-off event, Mid-term reflection, Elevator pitch event	Depends on status and affiliation

Career planning	Career Talks	Topics so far, e.g. “Resilience - Inner strength and serenity in turbulent times”; "Courage for self-determination"; "My professional profile - and how it lands me in the job market"; "Diversity competence as a teaching and research attitude? Diversity of Perspectives in Practical Implementation"	Potsdam Graduate School	German (mainly) and English	Academic; early stage scholars	90 minutes	Talk and discussion with experts from business and science	none
Career planning / Work-Life-Balance	Individual coaching		Potsdam Graduate School	German	Academic; Postdocs, junior professors and new appointees	Max. 4,5 hours	Individual meetings	Depends on status and affiliation; depending on available funds; 30 € per hour
Quality in Teaching / Leadership	Academia - Fit for Teaching and Leading	Module "Fit for Teaching" - see Senior Teaching Professionals program Module "Fit for Leadership at Chairs and Scientific Institutions" The module helps to expand professional skills and acquire specific knowledge and competences from the range of topics of chair management, e.g. structuring employment relationships, Development of study programmes, Financial issues and administrative contexts in the science sector.	Potsdam Graduate School	German	Academic; Postdoc or new appointees	12 months certificate program	Workshops, practical training, networking	Depends on status and affiliation
Mentoring for women	Mentoring Plus	Mentoring Plus is aimed at women who aspire to an academic career, are planning a science-related career or would like to move into other fields such as business, politics and administration. The programme addresses young female scientists who want to intensively and actively deal with their further career and life planning. The mentees benefit from the three components of the one-year programme: - Mentoring - professional biographical exchange with a specialist and/or manager. - Training - further development of practical and leadership-oriented qualifications - Networking	Potsdam Graduate School	German / English	Academic; reserved for female PhD, Postdoc and young researchers	12 months	Workshops, practical training, networking	costs are to be funded by the respective institution of affiliation
Management	Management Skills for Research and University	The module equips postdocs and junior professors with fundamental and science-relevant methods and instruments of management. It includes four topics (workshops) in which participants strengthen their leadership, communication and project management skills. In addition, the topic funding is included as its own workshop. The program’s main idea is to go beyond general management principles by considering the nature of academic research, comprehensively bridging the gap between management skills on the one hand and research projects on the other hand.	Potsdam Graduate School	English	Academic; Postdocs and junior professors at the University of Potsdam and research institutions in Brandenburg	3 months	Trainer-based workshops (partly digital) with short inputs, practical exercises, case-studies, group work, role plays, peer group consulting, short presentations, peer review, creative techniques, self-reflections, discussion	Depends on status and affiliation
Management	Science Management	Science management requires extensive competencies and comprehensive knowledge of the organisation and control of scientific institutions. Participants in the program acquire fundamental and diversified knowledge for their everyday work that is adapted to the specifics of scientific organisations.	Potsdam Graduate School	German	Academic; Postdoctoral researchers	9 months	Workshops & Mentoring	Depends on status and affiliation
Communication	Science Communication	Nowadays science communication is part of the regular tasks of scientists. It is increasingly finding its way into society. The transfer of expert knowledge as task of science communication is more important than ever. The enormous influence of the internet, digitalisation and social media should not be underestimated. Digital and social media have an important function as additional communication channels between science and society. This aspect is changing the way scientists work and requires extended skills.	Potsdam Graduate School	German	Academic: PhD candidates and Postdoctoral researchers	9 months	Workshops	Depends on status and affiliation
Career	New paths for postdocs: Transition to the non-university labour market	In the group coaching, the participants reflect on their current situation and develop a new career goal outside of academia. The development of one's own profile includes the survey and examination of the career anchor (according to Edgar Schein), the recording of their competences, the recording of knowledge, the identification of central values as well as preferred framework conditions for professional activity.	Potsdam Graduate School	German	Academic; Doctoral graduates who have been working in academia for several years and want to move to the non-university labour market	4 workshops in 2 months	Workshops; Group Coaching	yes

Career	Unconventional ways to financial security	The question: should I stay in academia or not - is unfortunately often also a question of financial planning security. Many academics are too busy with applications instead of the actual core task of teaching/research. In this workshop, we will show you ways to strategically build up a second financial pillar in order to be able to secure your own livelihood in a more stable and self-determined way. The paradox of being able to think economically in order to stay in academia and concentrate on research is a new competence for the future.	Potsdam Graduate School	German	Academic: PhD candidates	1, 5 days	Interactive entertaining and varied zoom seminar with a balanced mix of theory and implementation guidance.	yes
Career	Career strategies and career planning for academics	What happens after the doctorate or after the research project? What options are open to me, what strategies do I need for this? The workshop supports academics in exploring individually suitable options and paths and promotes the clarification of essential goals for personal career planning. On this basis, concrete strategies and steps for implementing one's own career planning can be developed.	Potsdam Graduate School	German	Academic: PhD candidates	2 days	no info	yes
Career	Career navigation - clarity of the question: What do I want and how do I get there?	- Mental strategies: How can I learn to think big and overcome mental barriers? - Vision in professional and private life '- Goals and typical conflicts of goals (career-family-mobility-locality...) - Defining and (finding) your dream job (potentials/talents) - Overview of post-doctoral career opportunities in science/business, administration and non-governmental organisations - Strategies (conventional and creative) to (find) the desired job - Time planning and networking to reach the goal faster - l20yesExamples of successful careers according to the motto: "Relaxed and successful".	Potsdam Graduate School	German	Academic: PhD candidates	1-2 days	no info	yes
Career	First audition? Applying for professorships	The aim of the webcast is to inform you in detail about all phases of the appointment procedure and to provide you with concrete assistance and tips for your applications. The webcast first deals with the procedure and formal aspects of the appointment process. Then all the necessary application documents (especially CV, cover letter, concepts) will be discussed in detail and partly illustrated with sample materials. In the third part, the expectations and requirements in the hearing before the appointment committee as well as important preparatory steps are discussed. You will receive tips and short demonstrations on the design of the scientific lecture and teaching sample. In addition, the most frequent questions & topics in the commission interview are presented.	Potsdam Graduate School	German	Academic: Postdocs, junior research group leaders and junior professors who aspire to a professorship	2 days	group sessions and individual coaching	yes
Management	Time and self-management for doctoral students	The doctoral phase requires a high degree of independent work and stamina. Getting bogged down, finding too little time for the project, progressing too slowly or feelings of being overwhelmed are classic difficulties. The reasons are manifold. Classic examples are the balancing act between advancing the dissertation and the future career, the compatibility of work and family, the independent work itself, the complexity of the project, perfectionism or dwindling motivation. The workshop supports you in advancing your dissertation in a well-planned, productive way that is aligned with your individual needs.	Potsdam Graduate School	German	Academic: PhD candidates	2 days	no info	yes
Management	Women take the lead	In the workshop, you as young female academics will deal with your individual approach to the topic of leadership and reflect on your behaviour in the context of leadership. The focus is on the special requirements of leadership in science as well as leadership by women. The aim is to provide you with the basics, to awaken your desire for leadership tasks and to strengthen your individual position as a female leader in (and outside of) academia. .	Potsdam Graduate School	German	Academic: female PhD candidates	2 days	no info	yes

Management	Supervision of PhD students	The workshop supports supervisors in a positive and goal-oriented working relationship in the context of doctoral supervision. Influencing factors for a productive doctoral period and a successful completion are discussed and useful instruments for supervision are presented and analysed. Based on this, participants will reflect on their own expectations, their understanding of their role and their personal strengths and weaknesses as supervisors. Based on the previous experiences of the participants, concrete possibilities for organisation and action can be developed and how to deal with difficulties and crises can be worked out.	Potsdam Graduate School	German	Academic: PhDs (postdocs, JProfs, newly appointed)	2 days	no info	yes
Management	Resilience - Positive Mindset and Inner Serenity in Turbulent Times	For many academics, the Corona crisis was/is a great shock and was accompanied by many changes. It is about processes of change both in one's own thinking and feeling and about "reinventing oneself" as an identity in the team and also in entire organisations. In this workshop, the opportunities and risks of the current situation will be examined and sustainable models presented in order to be able to master one's own life and work situation more calmly and proactively, both internally and externally.	Potsdam Graduate School	German	Academic: PhD candidates	1-2 days	no info	yes
Presentation & Communication	Presentation in English	Presenting with confidence in English. Grounding and practice in the methods of presenting projects, concepts, research, and ideas in fluent professional English. Building up confidence for an effective presentation technique – key communication and language skills involved in giving presentations. The subtle but significant differences between online and in-person presentations.	Potsdam Graduate School	English	Academic: PhD candidates, PostDocs	2 days	no info	yes
Presentation & Communication	English skills for non-native teachers & trainers	Delivering seminars, lectures or teaching English-speaking students when you are not an English native speaker yourself may seem like a daunting challenge. You must be easily understood to lead a course clearly and to hold authority in the seminar room. Work with an experienced native English-speaking trainer and coach to improve your clarity of expression, your accuracy of pronunciation and your spoken communication skills. This one-day workshop will build your confidence and prepare you to be easily understood in the training room, classroom or lecture hall.	Potsdam Graduate School	English	Academic: PhD candidates, PostDocs	1,5 days	no info	yes
Presentation & Communication	Media training	Why should scientists communicate with the public? Quite simply, because it benefits them (attention, competition for scarce resources), because it increases the benefit of their research (results become generally known), because it is part of a scientist's social responsibility. But who is "the public" anyway? And what role does the media play in communicating with them?	Potsdam Graduate School	German	Academic: PhD candidates, PostDocs	2 days	no info	no info
Presentation & Communication	Virtual networking: Reaching out through the digital barrier	The corona crisis has accelerated a trend that was already growing: Virtual conferences and Symposia. Whilst this is certainly good for the environment, we need new techniques to develop our networks and new skills and approaches are called for when communicating primarily on a digital basis. To build a well-functioning network is a vital component in planning a science career. This module explores non-stressful methods of systematic career development, by the strategic use of live and virtual networking.	Potsdam Graduate School	English	Academic: PhD candidates, PostDocs	1 day	no info	yes
Presentation & Communication	Disputation training	In the disputation, doctoral candidates usually have to give a ten to thirty-minute presentation in which they explain the central points of their research project. This is followed by a discussion with the members of the committee. The aim of the seminar is to prepare the participants optimally for this situation. In the first part of the seminar, participants will receive useful tips for their presentation. The focus is, among other things, on the sensible structure of the presentation, the development of central arguments as well as recommendations on language and style. The second part of the seminar deals with typical problems that can arise in the subsequent discussion.	Potsdam Graduate School	German	Academic: PhD candidates	2 days	presentation and open discussion among peers	yes

Presentation & Communication	Grant Proposal Writing	Successful grant proposal writing is a fundamental basis to fund a career in research. There are plenty of national and international funding programmes with different funding schemes. Each scheme has its individual context and thematic focus, eligibility and funding rules, submission and evaluation process, and evaluation criteria. Thus, the detailed features and aspects of a successful proposal in one funding scheme are naturally differing from those of a successful proposal in another funding scheme.	Potsdam Graduate School	German	Academic: PhD candidates	2 days	no info	yes
Research Responsability	Gender diversity aspects in research	Is research gender diversity neutral? In a few natural science fields, it is indeed difficult to integrate gender diversity aspects in terms of content. In the humanities, social sciences and life sciences, these aspects always play an important role. It is always possible to focus these aspects on the science and research environment. Where people do research together, where their research affects people and/or their environment, the integration of gender diversity aspects is possible and necessary.	Potsdam Graduate School	German	Academic: PhD candidates	4,5 hours	Inputs, discussion, own research in small groups and presentation of participants' own gender-diversity-sensitive research concepts.	yes
Writing	Academic Writing in English	Even for those who have attained a high level of written English, there are many small points of grammar and style that can confuse and hamper the non-native writer. We will focus on these and other language questions in a systematic manner, while building on your store of academic vocabulary and expressions. There are regular writing tasks to practice the skills learnt, with feedback following each exercise.	Potsdam Graduate School	German	Academic: PhD candidates	2 days	no info	yes
Writing	Writing coaching	The seminar is aimed at doctoral students in the humanities, social sciences and humanities who are interested in regularly submitting their own academic texts and discussing them in the seminar group. Each participant receives concrete, constructive feedback on their own draft text in the seminar session, which facilitates further work on the text.	Potsdam Graduate School	German	Academic: PhD candidates of social sciences and humanities	6 meetings with 3 hours	no info	yes

Soft skill trainings at UP für all staff or admin staff

Keyword	Training	Description	Provider	Language	Audience	Duration	Method	Costs
Languages & Intercultural Awareness	Language Courses & Intercultural Awareness Trainings	DAAD in-house training courses: English for university administration staff at different language levels starting from A2 & intercultural awareness courses for university administration staff.	organized by Division 3: Human Resources and Legal Affairs with an external service company (International DAAD Academy)	German/English	Administrative and technical Staff	2,5 - 3 days	intensive workshops	none
Diversity	Diversity and Inclusion at the UP	Definition of terms, introduction to the topics (part 1) Rules and regulations of diversity and inclusion (part 2)	Chancellor of UP / central administrative areas	German	Administrative and technical Staff	2 + 2 hours	currently online workshops	none
Leadership	Conducting employee-supervisor discussions: Information for managers	How to conduct the (recommended) annual discussion between employee and supervisor	organized by Division 3: Human Resources and Legal Affairs (Dr. Tina Urbach)	German	Managers in team lead positions	2 hours	no info	none
Family	Compensation for disadvantages	What is it and how can it be implemented in a family-friendly way at the university?	organized by Division 3: Human Resources and Legal Affairs	German	Staff (academic and non-academic) and managers	no information	service provided on request	none
Family	Who cares? Men,women / Family and university - who cares for whom?	Families are diverse - and are becoming more so in our perception today. What constitutes family, who takes responsibility for whom, is caring predominantly female?	organized by Division 3: Human Resources and Legal Affairs	German	Staff (academic and non-academic) and managers	no information	service provided on request	none
Health / Work-Life-Integration	Sleep — A Prerequisite for an Active Life	Sleep takes up a third of our lifetime. In this workshop, you will gain insights into what healthy sleep is and why it has such a noticeable effect on our health and well-being. You will learn why relaxation techniques have a prophylactic effect and thus reduce stress and sleep complaints. In addition, our speaker will familiarize you with the most important rules of contemporary sleep hygiene, the different chronotypes (lark, owl, dove) and the effects of their sleeping positions. This will give you a comprehensive understanding of how you can influence your sleep yourself or when it may be advisable to consult a sleep physician.	Potsdam Science Park	English	Staff (academic and non-academic) and managers?	1,5 hours	currently online workshop	none
Health / Work-Life-Integration	Important nutrients in the vegan and vegetarian diet	Vegan and vegetarian diets are no longer considered a trend, but have become part of the accepted diets. In this workshop you will learn about the benefits of this diet, which nutrients are important and how to prevent potential deficiencies. To this end, Mr. Bunje will specifically address the supplements B12, D3, vitamin C, Mg or zinc and explain how you can achieve optimal bioavailability to absorb the supplements. In addition, you will learn how a balanced, natural, vegan diet can have a positive effect on various diseases.	Potsdam Science Park	German	Staff (academic and non-academic) and managers?	1,5 hours	currently online workshop	none
Gender / Diversity	Advice and information on topics such as gender-based discrimination, diversity-conscious everyday university life and equal participation for all	Gender justice, equality, gender diversity, inclusive language, anti-discrimination, diversity, conflict management	Coordination Office for Equal Opportunities	German	Staff (academic and non-academic) and managers?	no information	consultation provided on request and course offers	none

Inventory of Staff Training at *University of Cagliari*

1. Overview of existing staff training at your university

At the University of Cagliari (UniCA), staff training comes under the heading of 'Training Office' and is organised by the Human Resources division 'Personnel, Organization and Performance'.

General Activities of the Training Office are:

- ✓ Organization and management of Internal Training Courses for Administrative Staff
- ✓ Organization and management of External Training Courses for Administrative Staff
- ✓ Drafting Reporting about Training Courses
- ✓ Drafting Annual and three-years training plan
- ✓ Drafting three-years training needs analyses
- ✓ Other documents.

Every three years the training office draws up the **'Piano di Formazione Triennale'** (**Triennial Training Plan**), which contains the results of the training needs analysis realized with the contribution of all the divisions of the University. This document is freely available online (Italian version only): https://unica.it/unica/it/piano_di_formazione_trien_1.page.

Based on the Triennial Training Plan and on the new training needs, every year the Training Office drafts another document, '**Piano di Formazione Annuale' (Annual Training Plan),** which sets out the objectives of staff training and the courses offered. This document is also freely available online (Italian version only): https://unica.it/unica/it/piani_di_formazione_annua.page.

Specifically, the Training Office mainly organizes and manages training activities for administrative staff (table 1). Academic staff occasionally may be included in training activities if they are interested and they need training on the same topics.

The majority of training courses are managed by the Training Office. Training at UniCA is provided both internally (taught by UniCA's academic staff with specialised experience and knowledge), and by external partners. Principal external partners are as follows: Consorzio Interuniversitario per la Formazione (https://www.coinfo.net/), Fondazione CRUI (https://www.fondazionecrui.it/), National School of Public Administration, Mediaconsult, Star T and AIFOS.

Table 1. Number of UniCA administrative staff trainees in 2020 and in 2021 (until 30/06/2021)

YEAR	PERIOD	ADMIN.VE STAFF FEMALE*	ADMIN.VE STAFF MALE*	TOTAL
2020	FROM 01/01/20 TO 31/12/20	1039	619	1658
2021	FROM 01/01/21 TO 30/06/21	1785	1007	2792

***** *if someone takes multiple courses they are counted multiple times*

2. Brief description of services that offer training to staff

Support Service for disabilities

The Training Office offers informatics courses to employees with deaf disabilities (basic and advanced excel and word), providing all the required material with subtitles. Additionally, the Training Office promotes access to the courses to administrative staff with hearing or visual impairments, through practical actions that favour their enrolment, such as tutoring, collaboration with the SIA (Active Inclusion Support Service) for providing the support of specialized figures and sending of educational material.

The Training Office, in collaboration with the SIA, offers courses to academic and administrative staff on the culture for the promotion of inclusion and on the support of the learning and academic path and the right to education of students with different kind of disabilities (related to motor impairments, sensory impairments, cognitive, learning and socio-relational impairments). In addition, the Training Office-SIA also offers these training programmes to students, school teachers and other professionals, via conferences, webinars and other specific courses, with a focus on accessibility in the use of e-learning and distance learning.

Additional services are offered to enrolled and incoming students with disabilities (including students attending specialization and postgraduate courses, PhD students and Master degree students), to ensure their participation in all aspects of university life. Students receive, among others, personal and learning support, interpreting and note-taking services, transport service and support with admission arrangements. The services offered can be consulted online by students (https://www.unica.it/unica/protected/93178/0/def/ref/GNC156081/).

Support services for foreign languages

The University Offices committed to the improvement of language skills and the promotion of experiences abroad of students, academic and administrative staff, are the University Language Centre, the International Mobility Office and the University Training Office.

- University Language Centre (CLA)

The University Language Centre (Centro Linguistico di Ateneo, CLA, in Italian) at UniCA is dedicated to the teaching of foreign languages and the provision of language services to students, academic and administrative staff and external users. The Language Centre offers high-profile instructors, laboratories and specialized learning systems, programmes and teaching materials useful for language learning activities.

An extensive description of the CLA, presenting the services offered, the main activities and the ongoing projects can be found on the dedicated website (https://www.unica.it/unica/en/cla.page). The CLA organises in-person and synchronous e-learning English, French, Spanish and German courses, aimed at obtaining international certifications issued by Certification Bodies. The CLA also offers, at their e-learning platform, two free-of-charge asynchronous English e-courses for the attainment of A2 and B1 certificate levels, which can be accessed by students, PhD and other

postgraduate students, and university staff (https://www.unica.it/unica/en/cla_servizi_corsi_en.page).

- International Mobility Office (ISMOKA)

In order to promote the integration of incoming students and staff, ISMOKA, in collaboration with the CIS (Interdepartmental Centre for Teaching Italian to Foreigners), organises annually A1, A2, B1 and B2 level Italian courses for foreigners. These courses are also open to external participants, not enrolled at UniCA, and at the end of the course participants receive either 4 ECTS (for intensive 40-hour courses) or 8 ECTS (for 80-hour courses delivered during the semesters; https://www.unica.it/unica/en/italian_october_2021.page). Additionally, ISMOKA in collaboration with the CLA, provides intensive A1-C1 language courses (English, French, Spanish, German and Portuguese) for outgoing students (https://unica.it/unica/en/corsi_febbraio_2021.page).

- University Training Office

The University Training Office collaborates with the University Language Centre to promote the development of language skills through the joint planning of training courses to be offered to the administrative staff. Until the 2019/2020 academic year, courses for the attainment of European Levels of Certification were offered. Currently, the office is launching the training project for 2021/2022, aiming to improve communication skills on specific topics of occupational interest to employees. Additionally, also in 2021/2022, the Training Office is offering the staff a basic English course for the consolidation of basic skills. The course is available on an e-learning platform in asynchronous mode (https://unica.it/unica/it/piattaforma_agile.page).

Sistema Bibliotecario d'Ateneo (SBA: University Library System)

The SBA (https://www.unica.it/unica/it/sba.page) regularly organises training courses on the use of electronic resources available at UniCA, aimed at students, as well as academic staff. In the past, the SBA has organised meetings with major publishers on how to publish a scientific work or how to measure its impact in citation databases. Besides, as part of the 'Discentia' project (see Section 4), sessions on copyright and on contracts and licenses were organised.

In addition, the Information Literacy project has been running at UniCA since 2017. In the framework of this project, students can attend seminars, provided by a specialised team of librarians from the SBA, on the use of bibliographic resources and research techniques, and they are granted 1 ECTS for their participation.

Gender Equality Plan (GEP)

In the framework of the H2020 SUPERA ('Supporting the Promotion and Equality in Research and Academia'; https://www.unica.it/unica/en/ateneo_s04_ss09_sss07.page) project, UniCA adopted its own GEP in 2020. As part of the initiatives concerning the GEP, and in agreement with the strategic objectives of the University, several training activities have been organized at UniCA in 2021
(https://www.unica.it/unica/page/it/parita_di_genere_in_ateneo_due_iniziative_di_formazione):

- *'Gender bias in professional and career choices in Academia'* workshop ('Bias di genere nelle scelte professionali e di carriera in Accademia'), May 2021

This workshop was organized for PhD and specialisation school students, research fellows and Post-docs. The 2-day workshop initiated with the identification of the cognitive mechanisms related to the gender stereotype in language and communication and the discussion in small groups and followed with a seminar provided by a renowned expert, open to the entire university and external people interested in the topic.

- *'Gender gap in the University'* workshop ('Gap di genere in Università'), May 2021

This 2-day workshop was organized for PhD and specialisation school students, research fellows and Post-docs. The first part aimed at identifying and discussing the causes and effects of gender gaps in the different areas of the University. As in the previous workshop, the second day a seminar provided by a renowned expert was organized and it was open for all the university community.

- '*Organisational Wellbeing and Gender Issues*' course ('Benessere Organizzativo e Uguaglianza di Genere'), May-July 2021

Numerous editions of this course have been organized for technical, administrative and library staff of the university. This course aimed at raising awareness of gender equality and inclusion issues, contextualising their benefits and identifying the practical implications for their work. 20 editions were organized for administrative staff and 25 editions for all the university staff. As indicated in Table 2b, 627 employees participated in this course. It is planned the organization of a specific edition for managers and other senior figures of UniCA, aimed at raising awareness of the topics covered by the course and informing of the strengths and weaknesses that emerged during the course attended by their staff.

- '*Leadership and gender equality*' training ('Leadership e uguaglianza di genere'), June 2021

This course was provided to women in leading positions of the Partner institutions of SUPERA consortium. Three vice-Rectors of UniCA participated in this training.

Contamination Lab (CLab UniCA)

CLab UniCA (https://clabunica.it/) is a project of the University of Cagliari promoting innovation and entrepreneurship. CLab UniCA is part of the Center for Innovation and Entrepreneurship at the University of Cagliari. The Center supports students and professors in developing entrepreneurial skills and provide tailored support for early-stage, high-growth businesses and ideas, fostering university-industry collaboration. CLab UniCA was the 2016 National Winner of the European Enterprise Promotion Awards.

The CLab enrolls each year 120 students (undergraduate, master and PhD level) with different backgrounds in a five-month program (from September to February) to promote the creation of start-ups. The program offers the opportunity to go through the entire entrepreneurial process – from problem identification to venture creation – possibly establishing real-world companies, with a

clear emphasis on real-life problem-solving capabilities. Students will get ECTS credits for their activities and eventually become a start-up founder.

3. Existing training modules in soft skills

Data in Tables 2a and 2b refer only to the courses attended by the administrative staff.

2a. Table of selected existing training modules in soft skills in 2020

Training	Description	Provider	Audience M	Audience F	Duration HM	Methods
Comunicare e condividere all'interno dell'amministrazione ('Communicating and sharing within the Administration')		Eventi PA	1		1.30	E-learning
Comunicare e condividere con cittadini, imprese e altre pubbliche amministrazioni ('Communicating and sharing with citizens, companies and other public administrations')		FORMEZ	1		1.25	E-learning
Comunicazione efficace ('Effective communication')	Learning communication techniques and attaining the necessary knowledge of oneself and others, to guarantee an effective communication	STAR-T - UniCA	28	63	12	E-learning
Lingua inglese- Livello B2 ('English course-B2 level')		Centro Linguistico di Ateneo – UniCA	5	10	80	Classroom-based/E-learning
Gestione dei conflitti ('Conflict management')	Becoming familiar with methodologies that enable to recognise and manage conflicts in an appropriate and professional manner	STAR-T - UniCA	20	32	12	E-learning
La comunicazione efficace online ('Effective online communication')		GARR		1	4.30	E-learning
'Time management'	Identifying the critical habits and unforeseen events (e.g., time-stealing activities, procrastination, multi-	STAR-T - UniCA	26	37	8	E-learning

	tasking) that slow down our daily activities, for solving them out					

2b. Table of selected existing training modules in soft skills in 2021

Training	Description	Provider	Audience M	Audience F	Duration HM	Methods
Benessere organizzativo e questioni di genere ('Organisational well-being and gender issues')	The course, aimed at all the administrative staff, was designed to raise awareness on issues related to gender equality and inclusion, to inform them about the roadmap the University is pursuing in relation to these issues, to create an adequate environment for the sharing of challenges and perspectives and to contextualise the advantages of gender equality by identifying the practical effects on their own work activity	UniCA	237	390	4	E-learning
Comunicazione efficace ('Effective communication')	Learning communication techniques and attaining the necessary knowledge of oneself and others, to guarantee an effective communication	START - UniCA	20	43	12	E-learning
Fare comunicazione efficace nella pubblica amministrazione ('Communicating effectively in public administration')		UniCA Valore PA	3		40	E-learning
Gestione dei conflitti ('Conflict management')	Becoming familiar with methodologies that enable to recognise and manage conflicts in an appropriate and professional manner	START - UniCA	14	29	12	E-learning
L'organizzazione e la gestione del lavoro in modalità ibride ('Organising and managing work using hybrid modalities')	Addressing, also through practical exercises, case studies and role playing, the main issues related to the design of the organisation, oriented to smart working. 3	COINFO-UniCA	79	139	10	E-learning

	modules training: 1) how to analyse the impact of remote working on office organisation and management; 2) how to communicate and liaise effectively with collaborators remotely; 3) how to manage collaborators remotely					
'Time management'	Identifying the critical habits and unforeseen events (e.g., time-stealing activities, procrastination, multi-tasking) that slow down our daily activities, for solving them out	START - UniCA	18	31	8	E-learning

Based on the success of the courses, aimed at improving the soft skills of the staff, and the alignment with the long-term objectives of the university, UniCA has included these courses also in the 2021/2022 training programme and added two additional: 1) 'Gestione psicologica delle avversità' ('Psychological management of adversities') and 2) 'Problem solving e miglioramento continuo nelle organizzazioni' ('Problem solving and continuous improvement in organisations'). The full programme can be found in the following link: https://unica.it/unica/it/piattaforma_agile.page.

4. Training that could be potentially adapted for the EDUC-SHARE soft skills training offer

DISCENTIA Project (DIgitalSCience and EducatioN for Teaching Innovative Assessment): a training experience for professors and researchers of the University of Cagliari

Discentia is a nationally-funded training project in the field of 'Faculty development', started by UniCA in 2016 and completed in 2018. The project aimed at providing academic staff (professors, researchers, PhD students and Post-docs) and administrative staff supporting didactics, new competences in teaching skills in order to increase their performance in students training and better outcomes of teaching and improved student learning.

UniCA had already experienced the relevance of the quality of teaching with a previous project, the 'Calaritanum Didactic Laboratory' (LDC; 2009-2013), a training course for academic staff with the aim of providing them with knowledge, skills and good practices on the topics of didactic planning and learning assessment (https://www.crui.it/images/allegati/pubblicazioni/2014/MDUQP.pdf).

The main objective of DISCENTIA was to support the training of experienced and new recruited academic staff with reference to teaching methodologies, also through e-learning, with specific attention to increase quality learning of students.

Results achieved by DISCENTIA are:

- providing academic staff with additional tools to increase students' training success;

- disseminating at UniCA the culture of modern teaching to support active learning of students;
- qualitatively update the teaching skills of academic staff;
- disseminate the educational opportunities offered by information technologies and e-learning;
- increase the number of academic staff trained in the didactic field;
- provide teaching monitoring and evaluation tools to PhD students, Post-docs and administrative staff who support students' study activities.

The training courses of DISCENTIA consisted in (i) courses for academic staff on teaching planning, didactics methodologies, communication skills, learning assessment; (ii) courses for administrative staff on communication and relations, team-working; (iii) on-line courses for PhD students, Post-docs, Researchers, and associated professors and administrative staff on didactic methods, communication tools and methods for e-learning. A total of 1260 participants, among professors, researchers, technical staff in the labs, tutors (PhD students, Post-docs) were involved in the project and 986 completed the training courses.

Based on the encouraging results of DISCENTIA, UniCA is planning in 2021 a new training project aimed at fostering teaching skills of new enrolled academic staff on quality assurance of teaching and development of teaching skills, also through on-line courses.

Inventory Rennes 1

Formations dispensées en 2021

Intitulé de formation	Organisme	Date début	Date fin	Dates infos complémentaires	Nbre d'heures	Nbre stagiaires maxi	Nbre d'inscriptions - Présents	Lieu	Langue
GO - Gestion agressivité violence	SC DEVE	18/03/2021	20/04/2021	18-19/03 et 19-20/04 (matins)	14 heures	14	14	en distanciel	
Gestion agressivité violence	SC DEVE	16/12/2021	17/12/2021		14 heures	12	9	Beaulieu	
Managériales - M6 - MBTI Mieux se connaître pour mieux communiquer et améliorer sa performance managériale	Axone	03/06/2021	04/06/2021	3 et 4/06	14 heures	12	11	en distanciel	
Gestion des Risques psychosociaux	SC DEVE	24/06/2021	34/06/2021	24/06/2021 matin	3,5 heures	10	7	en distanciel	
Gestion des Risques psychosociaux	SC DEVE	14/10/2021	14/10/2021	14/10/2021 matin	3,5 heures	10	6		
Coaching	ISABELLE WIART COACHING	24/09/2021	08/10/2021	24/09 + 8/10	14	6	6		
Management autre parcours - P2	Axone	17/06/2021	14/01/2022	juin 2021 - janvier 2022		12	10		
Management autre parcours - P3	Axone	07/10/2021	16/05/2022	octobre 2021 - mai 2022		12	12		
Management module à la carte : Pilotage budgétaire et comptable				1/2 journée					
Management module à la carte : l'animation de réunions efficaces	ETHOS ACADEMY	18/10/2021	18/10/2021	22/06 annulé reporté au 18/10	4 heures	10	7	en distanciel	
Management module à la carte : l'animation de réunions efficaces	ETHOS ACADEMY	**20/01/2022**	**20/01/2022**	proposer janvier 2022	4 heures	10			
Management module supplémentaire : être personne ressource dans une équipe	ETHOS ACADEMY	22/06/2021	22/06/2021	22/06/2021 après-midi	4 heures	10	7	en distanciel	
Management module supplémentaire : être personne ressource dans une équipe	ETHOS ACADEMY	**20/01/2022**	**20/01/2022**	proposer janvier 2022	4 heures	10			
Management module supplémentaire : La conduite de projet et accompagner les changements	RGM	25/11/2021	07/12/2021	3 jours 25 et 26 novembre + 7 décembre	21 heures	12	11		
Module MBTI Mieux se connaître pour mieux communiquer et améliorer sa performance managériale	Axone	22/11/2021	23/11/2021	22 et 23/11	14 heures	12	11	en présentiel si possible	
Mieux communiquer avec un jury - gr1	Galiad	27/05/2021	28/05/2021	MAI	14 heures	10	7	en distanciel	
Mieux communiquer avec un jury - gr2	Galiad	31/05/2021	01/06/2021	juin	14 heures	10	9	en distanciel	
Mieux communiquer avec un jury - gr3	Galiad	14/06/2021	15/06/2021	JUIN	14 heures	10	6	en distanciel	
Mieux communiquer avec un jury - Cat A	Galiad	02/09/2021	03/09/2021	septembre	14 heures	10	7	PNRB	
Rédiger une fiche de poste et une offre d'emploi (Biatss)	NC - IH	16/06/2021	16/06/2021	01/06 annulée reportée 16/06	3 heures	10	6	PNRB	
Rédiger une fiche de poste et une offre d'emploi (Biatss)	NC - IH	22/06/2021	22/06/2021	22/06 matin	3 heures	10	7	PNRB	
Conduire un entretien professionnel	Galiad	24/06/2021	25/06/2021	juin	14 heures	8	5	en distanciel	
Conduire un entretien professionnel	Galiad	04/10/2021	04/10/2021	octobre	7 heures	10	5		
Conduire un entretien professionnel	Galiad	18/10/2021	18/10/2021	octobre	7 heures	10	8		

Formations dispensées en 2021

Intitulé de formation	Organisme	Date début	Date fin	Dates infos complémentaires	Nbre d'heures	Nbre stagiaires maxi	Nbre d'inscriptions - Présents	Lieu	Langue
Formation président de jury	Laurent CHAUFFAILLE - AM	08/07/2021	08/07/2021		7 heures	10	7		
Formation membres du jury	Laurent CHAUFFAILLE - AM	07/05/2021	07/05/2021		7 heures	10	6		
Sensibilisation au climat numérique		29/06/2021	29/06/2021		3	120	44		
Savoir télétravailler	Ad-Hoc	04/01/2021	02/02/2021	janvier	2 heures	**	15	en distanciel	
Encadrer les télétravailleurs	Ad-Hoc	04/01/2021	02/02/2021	janvier	2 heures	**	11	en distanciel	
Savoir télétravailler	Ad-Hoc	04/02/2021	02/03/2021	février	2 heures	**	29	en distanciel	
Encadrer les télétravailleurs	Ad-Hoc	04/02/2021	02/03/2021	février	2 heures	**	14	en distanciel	
Savoir télétravailler	Ad-Hoc	04/03/2021	02/04/2021	mars	2 heures	**	58	en distanciel	
Encadrer les télétravailleurs	Ad-Hoc	04/03/2021	02/04/2021	mars	2 heures	**	17	en distanciel	
Savoir télétravailler	Ad-Hoc	05/07/2021	23/07/2021	juillet	2 heures	**	114	en distanciel	
Encadrer les télétravailleurs	Ad-Hoc	05/07/2021	23/07/2021	juillet	2 heures	**	17	en distanciel	
Savoir télétravailler	Ad-Hoc	05/10/2021	02/11/2021	octobre	2 heures	**	136	en distanciel	
Encadrer les télétravailleurs	Ad-Hoc	05/10/2021	02/11/2021	octobre	2 heures	**	58	en distanciel	
Savoir télétravailler	Ad-Hoc	06/12/2021	23/12/2021	décembre	2 heures	140	128	en distanciel	
Encadrer les télétravailleurs	Ad-Hoc	06/12/2021	23/12/2021	décembre	2 heures	20	13	en distanciel	
Module égalité professionnelle encadrant	EGAE	15/11/2021	15/11/2021	14h-17h	3				
Module égalité professionnelle AGENT	EGAE	24/11/2021	24/11/2021	9h30-12h30	3				
Module égalité professionnelle	Défenseur des droits	24/03/2022	24/03/2022	1/2 journée après-midi - 14h17H	3	20			
Module égalité professionnelle - VSS - enseignants	Rozenn Texier	22/11/2021	05/11/2021		3,5				
Module égalité professionnelle - VSS - biatss	Rozenn Texier	26/11/2021	26/11/2021		3,5				
Module égalité professionnelle - discrimination Encadrant	EGAE	15/12/2021	15/12/2021						
Module égalité professionnelle - discrimination AGENT	EGAE	07/01/2022	07/01/2022	9h30-12h30	3				
Module égalité professionnelle - discrimination	Défenseur des droits	02/12/2021	02/12/2021	1/2 journée après-midi - 14h17H	3	20			
Module égalité professionnelle - harcèlement									
Module égalité professionnelle - lutter contre les biais dans le recrutement	CIDFF 35	02/12/2021	02/12/2021	9h30-12h30	4	12		RENNES	

Formations dispensées en 2021

Intitulé de formation	Organisme	Date début	Date fin	Dates infos complémentaires	Nbre d'heures	Nbre stagiaires maxi	Nbre d'inscriptions - Présents	Lieu	Langue
Managériales - M2	Axone	21/01/2021	04/02/2021	21-22/01 et 4/02	21 heures	12	12	en distanciel	
Formation en langue service direction pour projet EDUC	IZIDIA	29/04/2021	31/10/2021		15	3	3	distanciel	
Langues - API	interne - SCELVA	01/03/2021	30/06/2021	mars à juin 2021	15 heures	15	15	UR1 - à défnir	
Langues - BEF volet collectif	interne - SCELVA	01/11/2020	28/02/2021	novembre 2020 à février 2021	24 heures	15	15	distanciel	
Langues - BEF volet individuel	interne - SCELVA	01/02/2021	31/05/2021	février 2021 mai 2021	10 heures	12	12	distanciel	
Langues - English for communication - niv B1/B2		21/06/2021	25/06/2021	Jun-21	24	12			
Langues - Préparation TOEIC		21/06/2021	25/06/2021	Jun-21	15	12			
Langues - Professional English - Basic level 1		21/06/2021	25/06/2021	Jun-21	12	12			
Langues - Professional English - Intermediate - niv B1/B2		21/06/2021	25/06/2021	Jun-21	30	12			
Langues - SOFTSKILLS	interne - SCELVA	01/04/2021	31/07/2021	avril à juillet 2021	15 heures	12	12		anglais
Langues - SOFTSKILLS - service DARI	interne - SCELVA	01/04/2021	31/07/2021	avril à juillet 2021	15 heures	12	12	Locaux DARI	anglais
Parcours des formateurs occasionnels									
Boostez vos compétences relationnelles									
Animer un atelier ou une réunion de travail créatif.ve									
L'intelligence émotionnelle Niveau 1									
Domptez votre stress, gérer vos émotios									
Softskills Training					30 heures				anglais
Soft Skills - Les identifier et les développer				Du 27 avril jusqu'au 6 juillet 2021	15 heures				anglais

Inventory of staff training at Université Paris Nanterre

1. Overview of existing staff training at your university

At Université Paris Nanterre (UPN), staff training comes under the heading of 'accompagnement individuel' ('individual accompaniment' or 'support services') and is organised by the Direction des Ressources Humaines (DRH, human resources service).

At UPN, a document is produced each year by the DRH called the **Plan de formation (Training Plan)** which sets out the objectives of staff training and the courses offered. This document is freely available online: https://www.parisnanterre.fr/plan-de-formation-2021-1009043.kjsp?RH=1413278950696

Complete list of courses given in Plan de formation pp. 16-33. Themes: digital workshops, librarianship and conservation, office IT, professional environment, public-facing skills, hygiene and health, software, library IT, languages, professional software, management and communication, communication tools, university teaching, preparation for *concours*, documentation, services for researchers…

Training at UPN is provided both internally and by external partners. Principal external partners are as follows: le plan académique de formation du Rectorat; IH2EF (Institut des hautes études de l'éducation et de la formation); UNIF (Université Numérique Ile-de-France); Offre interministérielle/SAFIRE (Système d'information pour l'animation de la formation interministérielle régionale); Réseau Île-de-France des responsables de formation; AMUE (Agence de mutualisation des universités et établissements).

In 2019, 2,239 administrative staff and 405 teaching staff took part in a training course (if someone takes multiple courses they are counted multiple times). In terms of participation in training sessions, women took 2-3 times as many trainings as men.

2. Brief description of services that offer training to staff

Service de l'Accompagnement individuel (SerAI: Staff Support Service)

The SerAI offers training to all staff and supports handicapped staff. The service informs staff about their right to training and the services available. Services include: a personal training account, skills assessment, valorising existing skills (as diplomas) and a mechanism to be given leave to follow a training programme. Courses include: professional English, first aid, dealing with stress, planning one's career, tutorials for online teaching (Moodle etc.). Further information: https://accompagnement-individuel.parisnanterre.fr

Service des relations internationales (SRI: International Relations Office)

In partnership with EDUC and Bienvenu en France, the SRI will offer language training in the form of: intensive courses through EDUC mobility; e-tandems; staff week; individual English courses involving

individual and collective work with both on-site and online modules. The SRI also handles staff training mobilities within the framework of Erasmus+.

Service commun de documentation (SCD: Documentation Service)

The SCD offers various training programmes to do with university library resources, including digital resources. Special training is offered to doctoral students to make a virtual exhibition of their research (Pixel) and to present it to a non-specialist public.

Centre de ressources et de culture numérique (CRCN: Digital Culture and Resources Centre)

Based in the main university library, the CRCN (due to open in autumn 2021) will offer training in project and event management, electronic and multimedia resources, basic IT skills, open science, HAL, digital humanities and other topics. Further details: https://crcn.parisnanterre.fr

La Contemporaine

La Contemporaine is a library, museum and archive which offers training primarily in the use of sources and documents, archival research, data management and museography, but also public engagement and English. Currently moving to new premises and due to re-open in autumn 2021.

In the case of the CRCN and La Contemporaine, key external partners are: Médiadix (Centre régional de formation aux carrières de bibliothèques); ENSSIB (Ecole nationale supérieure des sciences de l'information et des bibliothèques); URFIST (L'Unité régionale de formation à l'information scientifique et technique) as well as ABES, INIST (Institut de l'Information Scientifique et Technique) and INP (Institut national du patrimoine).

Action plan for equality of the sexes and non-discrimination

Specific training is available for: those involved in anti-discrimination actions and management; general training on gender equality for all staff. Work is planned on the topic of inclusivity in training itself.

Action Culturelle et Artistique (ACA2)

Workshops on artistic practice given by professionals are available.

3. Table of selected existing training modules in soft skills

Training	Description	Provider	Audience	Duration	Methods
Préparer sa mobilité professionnelle ('Preparing professional mobility')	Planning one's professional project, evaluating skills	SerAI	All staff	2 days, 14 hours	TEAMS – discussions
Conduire l'entretien professionnel ('Conducting a professional interview')	Understanding annual interviews, methodologies, dialogues	SeRAI	All staff	14 hours	TEAMS
Diversité accueil et management des		External	Admin staff		

personnes en situation de handicap (‘Welcoming and managing handicapped people’)					
Sensibilisation à la lutte contre les discriminations (‘Anti-discrimination awareness’)		External	All staff		
Améliorer ses écrits professionnels (‘Professional writing skills’)		External	Admin staff		
Remise à niveau en français (‘French refresher course’)		External	Admin staff		
Mener à bien son activité en télétravail (‘Distance working’)		External	All staff		
Hybrider et digitaliser ses formations (‘Digitalising training’)		Médiadix	Library training staff		
Journées nationales des formateurs (‘National Trainers Day’)			Training staff		
Développer l’action culturelle (‘Developing cultural activities’)		Médiadix /Urfist	Managers		
Evolution et innovations pédagogiques (‘Pedagogical innovations’)		Médiadix	Library training staff		
Accueil du public (‘Welcoming the public’)		External/ La Contemporaine	Staff La Contemporaine		
Parcours management (‘Management route’)		External	Managers		6 modules of 2 days each
Management de la qualité de vie au travail (‘Managing quality of life at work’)		External	Managers		
Analyse des pratiques professionnelles (‘Analysis of professional practices’)		Réseau PAS	Managers		
Manager à l’heure du numérique (‘Digital management’)		External	Managers		
Egalité professionnelle: le rôle des managers (‘Professional equality: the role of managers’)		TBC	Managers		
Management transversal et gestion de projet (‘Transversal management and project management’)		Médiadix	Team leaders		
Atelier approche programme et approche par compétences (‘Workshop on		Internal	Academic staff		

programme- and skilled-based approaches')					
Optimiser votre potentiel à l'oral en vue de la préparation au concours ('Releasing your speaking potential in preparation for internal exams')		Internal	Admin staff		
General English		External	All staff		
Individual courses	Foreign languages on request	External	All staff		
Presenting a paper in English		External	Academic staff		
Online language courses		Bienvenu en France	All staff		Online
E-tandem		EDUC	All staff	from Jan 2022	Online
Job shadowing in inter-offices cooperation		EDUC	Admin staff	2-5 days, from Sep 2021	Offline
1-week intensive English course		EDUC	All staff		Onsite
Short mobilities in EDUC partner universities		EDUC	Academic staff		
EDUC entrepreneurship days		EDUC	All staff		

4. Training that could be potentially adapted for the EDUC-SHARE soft skills training offer

SoSkilled!

SoSkilled! is a nationally-funded project carried out by UPL (Université Paris Lumières), a consortium of Higher Education and Research institutions of which UPN is a founding member. SoSkilled! aims to develop undergraduate students' soft skills and their valorization in the students' experience. It contributes to strengthen learners' confidence and success, improve their job opportunities and help develop their lifelong career paths. It relies on a support scheme for pedagogical teams, the development of digital tools, close cooperation with socio-economic and institutional partners, and an action-research, expertise and evaluation strategy. While primarily focussed on students, adults in life-long learning and jobseekers can also use the service. University teaching staff are also given assistance in pedagogical practices related to soft skills.

Some example modules that could possibly be adapted for staff training:

- Connaissance de soi et des métiers ('Knowledge of oneself and occupations')
- Outils de professionnalisation ('Professionnalisation tools')
- Méthodologie du projet personnel et professionnel ('Personal and professional project methodologies')

- La force de l'expression vocale et émotionnelle: techniques et expression de la voix parlée pour le développement du leadership du manager/animateur d'équipe ('Techniques and use of the spoken voice for team leadership')
- La frontière du virtuel: comment percer l'écran d'une communication à distance? ('The virtual barrier: communicating across the screen')
- Contribuer à Wikipédia: travail collaboratif d'expression écrite ('Contributing to Wikipedia: collaborative written work')

<u>ArTeC</u>

ArTeC is an 'École Universitaire de Recherche' (EUR) which is roughly equivalent to a graduate school. ArTeC is, like SoSkilled!, a nationally-funded project within UPL. ArTeC aims to promote and develop research projects and training tools (Masters level and above) relating to Arts, Technologies, the digital, human mediations and Creation (hence ArTeC).

- Aims to develop and better understand creation as a process, production and apprenticeship and to reflect on the crucial role of technologies and the digital in ongoing socio-political developments, emphasising above all <u>training through research and creation</u>
- Aims to lead to collaborations between institutional partners and members of UPL based around original connections between research, artistic practice and higher education

Training at Masters level offered by ArTeC during 2021 is catalogued here:
https://eur-artec.fr/master-artec/offre-de-formation/
Topics include experimental and creative practices in: theatre, gaming, exhibitions, writing, storytelling, translation, coding and programming, ecology...

PÉCSI TUDOMÁNYEGYETEM
UNIVERSITY OF PÉCS

Inventory of staff training at the University of Pécs

1. Overview of existing staff training at the university

The University of Pécs believes in the continuous development of its staff, to be able to give the best services possible while growing its institutional culture. The three professional roles: teacher, researcher and scientist, are equally important for our university due to public pressure for high standards of university excellence. The democratisation of higher education coupled with transformed working circumstances, effectively elevates students to the role of clients. And the demand for excellent teachers has multiplied in so many directions, that university newcomers as well as experienced old hands are faced with the didactic of a new university age.

The University of Pécs is focusing on **transferable skill development**. Transferable skills can be used by academics to boost their own knowledge, motivation and confidence, which in turn improves student learning. Deploying transferable skills should improve collaboration among new academics, expanding their networks and improving their educational leadership skills, enabling them positively to influence change. The objective of the transferable skills programme at the university is to develop, implement and evaluate a structured professional development training programme, consisting of different modules for the academics and administrative staff. The offerings include teacing and learning related trainings, research related and soft skill development related trainings.

2. Brief description of services that offer training to staff

University Departments Offering Trainings

All the ten faculties of the university offer trainings related to soft skill development and their special expertise *(for instance the Faculty of Business and Economics: Mentor training, 7 habits training, Leadership training, Team coaching, Communication intelligence, Storytelling etc.)* but there are some centralized programs offered by dedicated departments for all university's citizens. Such departments are the Internal Training Center, the Internal Language Training Center, and the Your Life Center at the Medical Faculty.

Internal Training Center of the University

- The "7 Habits of Highly Effective People" course combines the eternal principles and practical practices of efficiency with the achievements of modern technology. Applying

its knowledge will bring significant improvements in the effectiveness of the participants' personal lives and relationships. The 7 Habits of Highly Effective People, known as the world's number one mindset-shaping programme, combines the timeless principles and practical practices of effectiveness with the achievements of modern technology. Applying its knowledge will bring significant improvements in the effectiveness of both our personal lives and our relationships. The training courses at PTE are available free of charge in the form of Campus Credit courses for students and open training for managers, trainers, staff and their families.

- Basic practical information about the Coronavirus training. A free pilot course for PTE citizens.

Internal Language Training Center

In connection with the Modern Cities Program of the University of Pécs, our institution considers the development of the language skills of colleagues working in teaching and non-teaching positions at the university to be an extremely important goal. Therefore, the following options are offered via the university's internal training system:

- English,
- German,
- Spanish,
- Italian and
- Chinese language

courses taking place in 50-hour modules, assuming a 2X2-hour schedule for 12 weeks.

Your Life Center

YourLife@ÁOK (Medical School) is the health programme of the PTE. The aim of the Center is to help students and staff feel better - not only in the Faculty of Medicine, but in everyday life in general.

The trainings, workshops offered by the center in the last academic year:

- **Wellbeing Mentor training** Provides solid knowledge on all aspects of wellbeing, organises wellbeing programmes. Provides guidance with specific needs in mind, committed to building a corporate culture of wellbeing.
- **Wellbeing Ambassador** (30 hours training) Helps to promote a wellbeing approach in the organisation. Gathers and communicates well-being knowledge. Facilitates wellbeing services, builds, supports, organises and manages community.
- **Time management and what's behind it** Time is one of the most precious treasures a human being has, and it is not easy to manage it well, as we experience every day. There are countless methods, methodologies and suggestions on how to manage our time. But how aware are we of our own attitudes and the reasons for our successes and failures?

Do we know our own patterns when it comes to using our time? The focus of this workshop will NOT be on methodologies - we will not pass them by without a word, of course - but on an inventory of the competences/skills needed for good time management and on charting our own path of development.

- **Managing conflict at work - practical workshop** How do we deal with delicate situations? Whether at work or at home, where you have to interact with several people on a daily basis, there can be communication slips and misunderstandings that inevitably lead to conflict situations. Although this is a very broad field and the number of topics to be covered is endless, the aim of this 90-minute workshop is to start a learning process that will enable participants to identify situations more quickly and objectively, to reframe conflicts and to deal with specific situations more effectively, based on the knowledge they have acquired.
- **Effective communication - workshop for staff** Which language do you speak? Have you ever felt that you just can't make yourself understood by someone else, or that they don't understand you no matter how hard you try? In this workshop we will look behind the problem: what are the most common communication and behaviour styles? Can you identify which one you belong to? How well do you know yourself and how well do you recognise the different styles? How do you communicate with people who are very different from your style? These are some of the questions we will be looking for answers to in this 90-minute workshop.
- **Self-time, work-life balance: myth or reality?** For Worshop staff Our work in our home, #maradjotthon, nincssuli/nincsovi. How can we talk about any kind of balance in this situation? What even constitutes balance for you? The aim of the workshop is to take 90 minutes for ourselves, to look at where we are now and where we want to go, to listen to others and to brainstorm together what we can do to live a more balanced life. If you feel there is room for improvement, come and let's work on it!
- **Efficiency and Home Office** Workshop for staff For almost 2 year now, we have been experiencing the advantages and disadvantages of the Home Office, with some interruptions. How do we define our own framework to work as efficiently as possible in this format? What are the key points to consider when planning? How can we create an online relationship with colleagues of the same quality as a face-to-face presence? We will discuss these issues, gather experiences that are already working and reflect on them further.
- **Life coaching** If you feel you could be more balanced or effective at work or in your personal life, or would like to improve in a specific area, please feel free to contact our colleagues. TO ALL EMPLOYEES AND ADVISORS,
  - who want to improve in any area of their life
  - who want to improve their self-esteem and self-confidence
  - who feel that their motivation to work or study has decreased
  - who are not sure about their career/job choice
  - who want to improve their communication skills
  - who want to be better able to cope in different situations (e.g. exams, job interviews)
  - who have difficulties or conflicts in a human relationship

- Other trainings without details:
    - Communication training for Emergency Department staff
    - Communication and customer service training
    - Assertiveness training
    - Pedagogical training
    - Coping strategies
    - The 6 most important tasks for team leaders
    - The 4 key roles of a leader

3. Table of selected existing training modules for developing soft skills

Training	Descr.	Provider	Audience	Duration	Methods
7 Habits of Highly Effective People	see above	UP Internal Tr. Center	staff, students	4hour *4 days	online platform
Pandemic related training	see above	UP Internal Tr. Center /Virology Center	staff	90 minutes	online
Language courses	see above	Internal Language Tr. Center	staff	2*2 hours per week	in person/online
Wellbeing Mentor training	see above	Your life	staff	50 hour	in person/online
Wellbeing Ambassador	see above	Your life	staff	30 hour	in person/online
Time management and what's behind it	see above	Your life	staff	90 minutes	in person/online
Managing conflict at work - practical workshop	see above	Your life	staff	90 minutes	in person/online
Effective communication	see above	Your life	staff	90 minutes	in person/online
Self-time, work-life balance: myth or reality?	see above	Your life	staff	90 minutes	in person/online
Efficiency and Home Office	see above	Your life	staff	90 minutes	in person/online
Life coaching	see above	Your life	staff	45 minutes	in person/online
Communication training for Emergency Department staff	see above	Your life	staff	90 minutes	in person/online
Communication and customer service training	see above	Your life	staff	90 minutes	in person/online
Assertiveness training	see above	Your life	staff	90 minutes	in person/online
Pedagogical training	see above	Your life	staff	90 minutes	in person/online

Coping strategies	see above	Your life	staff	90 minutes	in person/online
The 6 most important tasks for team leaders	see above	Your life	staff	120 minutes	in person/online
The 4 key roles of a leader	see above	Your life	staff	120 minutes	in person/online

4. Trainings which could be potentially adapted for the EDUC-SHARE soft skills training offer

- **Introduction to storytelling (potential 2-4 hour workshop)**

Stories are what create and maintain cultures. They shape not only how we see ourselves, but how we see the world. Storytelling is core to communicating effectively, taps into our innate creativity, facilitates cohesion and understanding.

- **Design thinking through storytelling (4 hour workshop)**

How do we create innovative products and services that will solve big problems? By understanding the connection between empathy, storytelling and innovation. Stories are the only tool we have to create connection. Connection creates understanding, understanding creates agreement and agreement facilitates action towards a shared goal that brings new innovations into being.

- **7 Habits of Highly Effective People (online platform provided workshop)**

Known as the world's number one mindset-shaping programme, combines the timeless principles and practical practices of effectiveness with the achievements of modern technology. Applying its knowledge will bring significant improvements in the effectiveness of both our personal lives and our relationships.

EDUCATION CATALOGUE

2021

Prepared by the RMU HR Management Department

MUNI

INTRODUCTION

The education catalogue is a living document and contains annotations of each topic so that we can get an idea of what the topic will contain. However, this does not negate the fact that it would not be welcome for participants to add to their IRP when selecting a topic, based on their needs, what else they would be interested in about the topic. Some education topics may be spread over several days, especially if they were to be converted into an online format. In the online form we also expect a shorter time allocation. The annotations of the topics are therefore a basic guide to the content, but before each education event a more detailed on-line questionnaire will be sent to the participants to detect the needs of the registered participants. Based on its evaluation, the topic will then be tailored more closely to the needs of the participants.

In the Catalogue, the topics are divided into four blocks*:

A SOFT SKILLS: for all employees

B HARD SKILLS : for all employees

C SKILLS FOR MANAGERS

D BENEFICIAL: without direct link to job performance

**We are aware that the line between "soft" and "hard" skills can sometimes be debatable.*

CONTENTS

A SOFT SKILLS: for all employees

1. Assertiveness as an effective communication strategy
2. Assertively against manipulation
3. How to feedback effectively
4. How to change for the better
5. How to make better decisions
6. Conflict doesn't always have to be a fight
7. Personal development
8. Personal influence and self-confidence
9. Conflict resolution
10. Stress management
11. Time management
12. Negotiation
13. Relational intelligence
14. Coping with stress

CONTENTS

B HARD SKILLS : for all employees

1. How to teach yourself and others
2. Lecturing skills and rhetoric
3. Distinctive presentation
4. Power Point - creating presentations
5. Official communication - or how to speak Czech properly
6. PC skills - provided preferably by an internal tutor
7. Language skills

CONTENTS

C SKILLS FOR MANAGERS

1. Effective delegation
2. Effective teamwork
3. How to different types of people
4. How to encourage change in others
5. Coaching in managerial practice
6. Conflict is not necessarily a fight
7. Goal setting/task assigning
8. People management, leadership
9. Starting manager
10. Increasing the authority of the manager
11. Employee evaluation - theoretical block

    Employee evaluation - practical block

CONTENTS

D

BENEFICIAL - without a direct link to job performance, rather with a link to the individual's personal development needs

1. Catch your luck
2. How not to burn out
3. Mental hygiene
4. Increasing mental resilience

1. Assertiveness as an effective communication strategy

WHO IS THE COURSE FOR?

For all those who want to improve their skills in using assertive strategies in communication

WHAT WILL YOU LEARN?

- You can evaluate your own disposition, assumptions (personality type) for communication, for mastering assertiveness as an effective communication strategy
- You will understand what assertive communication means in practice and when it is appropriate to use this strategy
- You will learn basic assertive rights and techniques
- You will practice selected assertive techniques on model situations

TOPICS / ANNOTATIONS

- Self-knowledge, knowledge of the partner as a prerequisite for effective communication.
- Personality typology and its influence on the success in communication, on the ability to act assertively
- Types of communication - aggressive communication, passive communication, manipulative behaviour x assertiveness as an effective communication technique
- Assertive rights
- Assertive techniques applicable in practice
- Assertive communication training in practical model situations with feedback from the lecturer and participants
- Inspiration for skills transfer into practice

2. Assertively against manipulation

WHO IS THE COURSE FOR?

For those who usually say YES even when they want to say NO, and don't feel at ease

WHAT WILL YOU LEARN?

- You will get an overview of different behavioural styles
- You will learn to identify different ways in which you can be manipulated
- You will try out defensive procedures against manipulation
- You become aware of the limits and possibilities of your own freedom

TOPICS / ANNOTATIONS

- Personal freedom and responsibility
- Different types of human behaviour (aggressive, passive, manipulative and assertive)
- Manipulative techniques and defences against them
- The biggest manipulators - parents, children and life partners
- Assertive rights and responsibilities
- Assertive techniques
- Assertiveness in the family

3. How to feedback effectively

WHO IS THE COURSE FOR?

For anyone who works with people, because well-given feedback helps us and others on the path to self-development, because we can hurt others or demotivate them with poorly given feedback

WHAT WILL YOU LEARN?

- About criticism, how to make it human
- About praise, how to make it a real treasure
- How to receive constructive feedback yourself
- Get tips on how to work with different types of people
- You are inspired by different ways to provide effective feedback

TOPICS / ANNOTATIONS

- Have you ever had the experience of getting feedback from someone and it just pissed you off? He must have understood when you told him, but he didn't.... I told him a hundred times and still nothing....
- Have you ever heard or even said similar phrases.....?
- How to give feedback to others so they understand it and even change.
- How to give it and do no harm.

4. How to change for the better

WHO IS THE COURSE FOR?

For anyone who wants to make small or big changes for the better and needs to know strategies to increase the chances of a sustainable change, whether it's getting rid of tobacco addiction, living a healthier lifestyle, adjusting your diet, making changes in relationships, or other changes

WHAT WILL YOU LEARN?

- You will learn about the process of change and its typical stages
- You will learn effective strategies that help the change process
- You will explore different pathways to change (through emotions, thoughts, environment)
- You will learn to map the reasons why changes so often do not happen or cannot be sustained in the long term You will learn how to mitigate the negative impact of these influences.

TOPICS / ANNOTATIONS

We often know exactly what we should change in our lives. Knowing, however, may not be enough to actually make the change happen. Changes, especially the bigger ones, tend to be painful, difficult, and often we don't even know how to make them. Why do we so often fail to make the change we want? What keeps us stuck in an unsatisfactory behaviour or condition? How can we increase the likelihood that we won't fail on the road to a better self?

5. How to make better decisions

WHO IS THE COURSE FOR?

For anyone who has to make decisions in their work and personal life and wants to improve their decision-making strategies:
Life is made up of many small or big decisions that ultimately lead to a good outcome/life, but also may not. We never have certainty. We can't directly control everything. But we can increase the likelihood of a good decision.

WHAT WILL YOU LEARN?

- Psychology of decision making - there is no decision making as decision making
- How to make decisions under time pressure?
- What do we actually decide on?
- Important decisions for which we (don't) have enough time
- Differences in decision-making about small things and big things
- How to decide when there is not a good solution or there are several options, each of which has something to it and many "buts"
- Why don't lists of positives and negatives work very well?
- How can other people (not) help us?

TOPICS / ANNOTATIONS

Does it take you time to make a decision, even if it's a minor one?
Looking for strategies to make better decisions when it really matters?
And what to do when all the decisions seem wrong?

6. Conflict is not necessarily a fight

WHO IS THE COURSE FOR?

For all those who get into conflict situations

WHAT WILL YOU LEARN?

You will learn to see conflict as something normal that is part of our lives. To see conflict as an opportunity to develop yourself, to learn how to handle difficult communication situations and to set your own boundaries and stability.

TOPICS / ANNOTATIONS

Awareness of your boundaries and personal space. You will learn to self-regulate emotions and stress in conflict situations. You will develop a positive or at least a neutral attitude towards a stressful/conflict situation.

- Preparing for conflict and how to respond when we cannot prepare in advance
- What is conflict, what do we perceive as a conflict situation and where is the limit
- Emotions in conflict in the body: The difference between an internal and external conflict
- Conflict and an appropriate choice of words. From assertiveness to diplomacy. From aggression or passivity to calmness
- Non-verbal communication in conflict
- Consistency in communication and how to do it
- Competition - a conflicting approach
- Cooperation (win-win). Extended cooperation (win-win-win)
- Practice of conflict situations and reactions to them (immature, intermediate, sophisticated)

7. Personal development

WHO IS THE COURSE FOR?

All those who want to work on their personal development both professionally and personally

WHAT WILL YOU LEARN?

You will get inspiration on how to develop your expertise and personality.

TOPICS / ANNOTATIONS

- Self-management, content of self-management
- Personality structure, identification of your strengths and weaknesses, professional and personal ones
- Motivation, self-motivation for development
- Personal goals x work goals
- Barriers to the realisation of goals and ways of eliminating them
- How to persevere in self-development

8. Personal influence and self-confidence

WHO IS THE COURSE FOR?

Managers, supervisors, employees who want and need to strengthen their personal influence and self-confidence

WHAT WILL YOU LEARN?

- You will realize the importance of personal influence and self-confidence for success in life and work
- You will get inspiration and practical guidance for building and developing personal influence and self-confidence
- You will develop specific "soft skills" such as emotional intelligence, persuasive and confident presentation of intentions, concepts, building relationships (alliances), etc. necessary for increasing personal prestige, self-confidence, natural authority and influence in internal and external working relationships

TOPICS / ANNOTATIONS

- What are the characteristics of a good "personal brand", why is it necessary to build it?
- How to develop your own individual "branding"?
- Emotional intelligence and its influence on building a "personal brand"
- Self-esteem, self-confidence and their practical strengthening
- Decision making, decision areas, practical inspiration to gain confidence in basic decision making situations
- Effectively achieve personal influence towards internal and external working partners
- How to win people for your intentions, strategies, concepts, how to convince them, increase their commitment and activity in the actual implementation, realization of intentions

9. Conflict Resolution

WHO IS THE COURSE FOR?

Managers, supervisors, project managers and employees who want to develop their skills in conflict resolution, conflict resolution management

WHAT WILL YOU LEARN?

- Know the types of conflicts and how they interact
- To be able to reflect on one's individual current disposition to behave in conflict
- Inspiration on how to treat conflicting types of people
- Know how to act as a participant in a conflict or as a mediator in its resolution

TOPICS / ANNOTATIONS

- Manager and conflict
- Types of conflict in the workplace, conflict management - self-reflection of own approaches to conflict resolution
- Intrapersonal conflicts, interpersonal conflicts, their mutual influence
- Group conflicts
- Skills necessary for conflict management, principles of effective communication in conflict situations
- Principles of dealing with conflicting types of people
- Conflict participant - conflict resolution procedure
- Conflict mediator - principles of moderation, conflict facilitation
- Training of basic model situations

10. Stress management

WHO IS THE COURSE FOR?

For all those who want to develop the skills of identifying their own stressful situations, stressors and learn basic techniques to manage stress, eliminate its consequences, how to avoid the "burnout syndrome"

WHAT WILL YOU LEARN?

- understand the nature of stress and the stages of its action
- to realize when stress can serve us and when it threatens us
- identify your own individual stressors in the workplace and in your personal life
- to learn techniques to eliminate the possible effects of stress or to mitigate its negative effects on our organism

TOPICS / ANNOTATIONS

- What does the term stress really mean
- Positive stress /EUSTRES/, how it can help us, what it can be used for
- Negative stress/DISTRESS/, identification of own stressors in the workplace, in private life...
- Individual frustration tolerance, determining one's own current disposition to stress
- Stages of stress, how to recognize in yourself, symptoms of "alarm" signals of the body
- Stress and the burnout syndrome - how to recognize that we are at risk of the burnout syndrome, what to do to prevent its onset
- Eliminating the negative effects of stress, simple techniques for coping with current and long-term stress
- When can we handle stress on our own, when it is appropriate to seek professional help

11. Time management

WHO IS THE COURSE FOR?

For all those who want to develop their skills in effective time management

WHAT WILL YOU LEARN?

- reflect on your current attitudes towards time management
- know how to plan time in relation to setting goals and priorities
- know your own "time thieves" and how to eliminate them
- be able to use the principles of consistent time management
- have practical inspiration on how to create and maintain good habits leading to effective time management

TOPICS / ANNOTATIONS

- Time management, time management generation, attitudes and approaches to time management
- Time management tools
- Setting goals and priorities (urgency x importance of tasks)
- Diagnosis of time's own thieves
- Time planning - short and long term planning and its evaluation
- Own analyses of working time organisation
- Practical inspiration on how to save time, how to use time efficiently
- Working day schedule
- Using the personal performance curve in time management
- Lack of time as one of the work stressors

12. Negotiation

WHO IS THE COURSE FOR?

Managers / executives, project managers, employees who are in situations where it is necessary to negotiate

WHAT WILL YOU LEARN?

- Understand the process of negotiation as a part of effective managerial or professional action
- Master basic communication skills /traditional and non-traditional/ necessary for effective negotiation
- Learn to apply the principles of effective negotiation in all its phases

TOPICS / ANNOTATIONS

- What is negotiation?
- Communication skills necessary for negotiation - traditional skills, non-traditional skills - "power plays"
- In what situations can negotiation be used
- Fundamental types of negotiation
- Negotiation phases
- Negotiation preparation principles - BATNA method
- Proper negotiation - tactics of negotiation introduction, negotiation core, conclusion, final arrangements
- Negotiation mistakes at different stages, how to eliminate them in practice
- Training of individual negotiation phases on model situations

13. Relational intelligence

WHO IS THE COURSE FOR?

Managers/supervisors, project managers, employees who want and need to develop their relational intelligence

WHAT WILL YOU LEARN?

- Development of specific soft skills - increasing personal prestige, self-confidence, natural authority and influence in internal and external working relationships

TOPICS / ANNOTATIONS

- I want and need to gain personal influence, how can I effectively achieve empowerment towards internal and external work partners?
- How to get people on board with your plans, strategies, concepts
- Personal relationships - what they mean to us, their importance in our personal and professional lives
- Relational intelligence - is it given or can it be learned?
- "Ordinary" relationships are not enough for success, how to create and maintain optimal or superior relationships with managers, clients, co-workers, business partners,... how to turn them into "friends" and allies
- A person's personality - what personality characteristics influence the quality of relationships that can be developed, how to work with them
- The starting point of relationships - consciously influencing one's own behaviour, looking for barriers and potential for quality relationships even at the level of the "subconscious"
- Effective communication and relational intelligence, 3 levels of communication - facts, emotions, values..
- Misunderstandings, emotional conflicts, factual conflicts - how to prevent them, how to solve them
- How to respond to anger, frustration, how to process them
- What behaviour and what "resources" help develop the art of winning people over

14. Coping with stress

WHO IS THE COURSE FOR?

For anyone who wishes to take better care of their soul, manage stress, live a little happier at work and at home

WHAT WILL YOU LEARN?

- Map the sources of mental wellbeing and care
- Trying out effective methods of stress reduction and stress prevention
- Pathways to a fuller and happier life

TOPICS / ANNOTATIONS

- The impact of work on us. Specific and non-specific stressors arising from our work
- The possibilities of working with acute stressors and especially with chronic ones, i.e. stressors that we have to react to somehow, because they have a long-term effect and can have a very negative impact on our mental well-being and eventually our health. Techniques, approaches and strategies
- Mental well-being and what all affects it. What are the sources of our mental well-being at home and at work and how to take care of them
- Initial indicators that something is wrong. What to look out for? When it makes sense to seek professional help
- Pathways to a fuller and happier life: opportunities to thrive. The path to betterment is usually not without some minor or major changes and associated losses. How to prepare for these changes, how best to get through them and how to sustain positive change

1. How to teach yourself and others

WHO IS THE COURSE FOR?

Managers, supervisors, methodologists, internal lecturers and employees who find themselves in a situation where they are teaching others new skills

WHAT WILL YOU LEARN?

- To become aware of the patterns of adult teaching
- Gain practical inspiration for your own self-education and effective teaching of colleagues

TOPICS / ANNOTATIONS

- How are adults being taught, psychological and andragogical aspects of adult education
- Personality and education, self-education, development
- Self-education as a part of managing your own career
- Self-motivation for learning of yourself, for learning of others, motivation of others for learning and development
- Education cycle - analysis of own educational and development needs, own implementation of education, evaluation of education effectiveness
- Learning styles - identification of own preferred learning style, identification of preferred teaching style
- Can you learn? Do you learn in the right way?
- How to effectively teach and develop others - preparation for education and methods of education applicable in practice

2. Lecturing skills and rhetoric

WHO IS THE COURSE FOR?

For employees who want to present better, convey information, work with voice, speech dynamics, stage fright, speech refinement and non-verbal communication

WHAT WILL YOU LEARN?

- Strengthen the professionalism and confidence of lecturers when dealing with problematic participants
- Practically test lecturers' reactions to stressful situations and give them instructions on how to deal with them
- Develop the skills of the lecturer in working with the dynamics of the group

TOPICS / ANNOTATIONS

- Lecturer's briefcase and lecturer's tricks, preparing for lecturing: proven techniques and tricks
- Who is the lecturer and who is the target group, where to find out information about the audience and the segment
- Advantages and disadvantages of different forms of education
- How to prepare a presentation that your audience will appreciate and engage with
- The most common myths and mistakes in presentation skills, successes and faux pas of presentations
- How to improve content and structure, supporting tools, tips and tricks for presentation visualization
- Toast-mastering and storytelling: speak without preparation, learn to control your language.
- Training of reactions to usual, disturbing and extraordinary lecturing situations (embarrassment, black out...).
- Techniques of working with the group (according to the group mix), vocal hygiene and protection of the vocal cords.
- Types of "troublemakers", their manifestations, behaviour and how to deal with them (troublemaker, arrogant, smartass...)
- Mental hygiene of the lecturer and prevention of the burnout syndrome.

3. Distinctive presentation - how to attract the audience

WHO IS THE COURSE FOR?

For anyone who wants to improve their presentation style and get inspired on how to convey an idea and engage the audience

WHAT WILL YOU LEARN?

- Try out a new, creative approach to presentation creation that will enhance your originality and memorability with your audience and find your distinctive approach to the presentation

TOPICS / ANNOTATIONS

- Preparation phase of the presentation – answering yourself 3 important questions.
- Finding the main idea, telling the story and how to do it.
- How to impress right at the beginning, i.e. in the presentation phase, where it is decided whether the audience will perceive you.
- The main part of the presentation, avoiding objections from the audience.
- What to say in conclusion so that people remember your speech.
- Tips on techniques on creation of the presentation - visualization, headings, working with slides, working with flipcharts and other tools.
- You as the presenter - what to watch out for, how to use your personality when presenting, non-verbal communication, working with gestures, attitude, etc.

4. PowerPoint

WHO IS THE COURSE FOR?

For all those who need to learn how to work create presentations.

WHAT WILL YOU LEARN?

- Participants will learn how to use the programme so that they are able to create a presentation, insert what they need, prepare animations, their timing and start and control the presentation mode. It is recommended that participants know how to make basic edits of text and other objects.

TOPICS / ANNOTATIONS

Work environment and toolbars
Working with slides
Images and clipart, grouping objects
Automatic shapes
Organizational charts
WordArt - decorative text
Tables and charts
Videos and sound
Animation and timing and actions
Spell check
Printing and saving
Presentation mode

5. How to speak Czech properly - official communication

WHO IS THE COURSE FOR?

For all those who need to remind themselves of the correct Czech language, not only in official communication

WHAT WILL YOU LEARN?

- Participants will learn/ or remind themselves not only to use correct Czech, but also learn the basics in compliance with the CSN on official communication

TOPICS / ANNOTATIONS

- How to write abbreviations
- How to write a salutation in emails and not only in emails
- Where to write the date
- Whether to write ..." In Brno on...
- Where to write commas in sentences
- ….

6. Computer skills

WHO IS THE COURSE FOR?

For all those who need to improve their PC skills, but also O365 skills

WHAT WILL YOU LEARN?

Based on the questionnaire, the content of the course will be developed

TOPICS / ANNOTATIONS

7. Language skills

WHO IS THE COURSE FOR?

For all those who are enrolled in language education on the basis of their IRP

WHAT WILL YOU LEARN?

You will deepen and enhance your language skills during the one-year course

TOPICS / ANNOTATIONS

- Staff members are assigned to specialized groups, in particular on the basis of their job title, where appropriate. Employees are also given the opportunity to participate in lectures with a foreign language lecturer.
- Before being assigned to the groups, employees will take an entry test to help them be more effectively assigned to the skill groups.

1. Effective delegation

WHO IS THE COURSE FOR?

Managers / executives, project managers who want to develop their ability to delegate

WHAT WILL YOU LEARN?

- Understand delegation as a managerial skill
- Know what leadership style they currently tend to use in practice
- Be able to identify your individual potential barriers in effective delegation
- Know the methods and techniques of delegation
- To have practically tested selected delegation techniques on model situations

TOPICS / ANNOTATIONS

- Delegation as a managerial skill - in which managerial situations is this skill desirable
- Delegation as part of situational leadership, management
- What to delegate? What is not appropriate to delegate?
- Methods and techniques of delegation
- Self-assessment of own prerequisites for delegation and delegation techniques currently used in practice
- Difficulties associated with delegation and ways to eliminate them
- Effective goal setting, target setting and control of goal achievement
- Delegation training on model situations from the participants' practice
- Examples of "best practices" in the field of delegation

2. Effective teamwork

WHO IS THE COURSE FOR?

Managers, supervisors, project managers who want to develop their skills in building, developing and streamlining work teams

WHAT WILL YOU LEARN?

- Know how to distinguish a regular work group from a real team
- Know the basic principles of how to build a team and develop it
- Know how to identify barriers to effective team functioning
- Know how to estimate, identify team roles and what this means for team functioning
- Know how to use basic team problem solving methods

TOPICS / ANNOTATIONS

- Teamwork, how to distinguish a work group from a real team
- Phases of team functioning
- Effects of teamwork, what can teamwork bring
- Prerequisites for effective teamwork
- Attitudes of team members, how to influence and develop them in practice
- Sociometry of team members, team roles, estimation of which roles individual team members tend towards and what this implies
- Principles of team communication, communication skills, mistakes in team communication, how to develop team communication
- Teamwork organisation - basic principles
- Team problem solving methods, team problem solving procedure

3. How to different types of people

WHO IS THE COURSE FOR?

For those who want to respect their personality and the personality of others:

- You don't understand why he won't do what you want when you've told him several times?
- Why doesn't he just say what he wants?
- Can I tell at a glance "who is he"?
- If he yells at me, is he a psychopath or a choleric?

WHAT WILL YOU LEARN?

- You will remind yourself that communication is not just about information, but also about relationships
- You will get an overview of the different personality types
- You'll find out which personality types you're close to
- You will understand the causes of some conflicts and misunderstandings

TOPICS / ANNOTATIONS

- Human personality and what shapes it
- Different personality types, their strengths and limits
- Which personality types are at greater risk of manipulation
- Abut those who say, "I forgive you, but I will remember!" and those who say, "Don't forget to pay me back!"
- Using knowledge of personality typology for more effective communication
- Preventing conflicts and misunderstandings

4. How to encourage change in others

WHO IS THE COURSE FOR?

Employees in managerial positions. Anyone who wants to more efficiently support change in other people

WHAT WILL YOU LEARN?

- Mapping the reasons why people are so reluctant to changes
- An overview of the tools we can use to help others change
- What to do with "unmotivated" people

TOPICS / ANNOTATIONS

Changes are a natural part of every person's and organisation's life and sometimes are really necessary. Yet most people do not like changes and resist the change. Sometimes tooth and nail, at best only by a passive attitude. Why is that? How can we help colleagues, partners, loved ones, subordinates or superiors to change? How can we win them over at least a little bit? And how can we help them successfully go through the change and sustain it?

5. Coaching in managerial practice

WHO IS THE COURSE FOR?

Managers / executives, project managers who want to learn the basic principles of how to use the elements of coaching in management

WHAT WILL YOU LEARN?

- You will get acquainted with the basic principles of coaching with emphasis on the elements of coaching applicable in management
- Learn the basic communication techniques necessary for coaching
- Master the principles of using elements of coaching in management practice

TOPICS / ANNOTATIONS

- What is coaching?
- Personality of the manager - coach, role of the coach
- What kind of coach you shouldn't be
- Prerequisites for coaching, general principles of communication in coaching
- What influences communication in coaching
- Barriers in coaching
- The use of coaching in managerial practice
- Good x bad coaching - the result
- Coaching interview - GROW method
- Coaching interview training

6. Situational leadership styles

WHO IS THE COURSE FOR?

For those who want to be able to adapt their behaviour to the situation and make the most of it when leading others:

- You realize that each person needs an individual approach
- You will get an overview of the 4 basic leadership styles
- You'll see which leadership styles you're close to and which ones you're not
- Understand the causes of some conflicts and misunderstandings with other people
- You will learn how to efficiently assign tasks and how to follow up

WHAT WILL YOU LEARN?

- 4 basic leadership styles (Directive, Helping, Coaching and Delegating)
- Which style to choose on specific types of people
- The Matrix CAN/ WANTS
- Strengths and risks of different leadership styles
- How to set tasks, how to motivate and how to control different types

TOPICS / ANNOTATIONS

- You don‘t understand why he won't do what you want when you've told him several times?
- How to work with him when he has only recently arrived and should already know how to do it?
- He was a mainstay for a long time, now his motivation has dropped to zero, what to do with him?
- Have you ever asked yourself a similar question?

We will discuss such and similar issues in this seminar. You will understand why you have no problem leading some kind of people and are not able to lead other types.

7. Goal setting/ task assigning

WHO IS THE COURSE FOR?

Managers/supervisors, project managers who want to develop their competence to set goals, assign tasks with motivation

WHAT WILL YOU LEARN?

- Getting inspiration on how to build goals and set tasks
- How to assign tasks with motivation, monitor and control tasks and provide effective feedback

TOPICS / ANNOTATIONS

- Goal management, tree of goals
- Personal goals, work goals, barriers to achieving goals
- How to set long-term and short-term goals, how to communicate them to co-workers
- Goals, tasks - principles of their formulation and motivational assignment / SMART method, KARAT.../
- Objectives, tasks - competence of the collaborators to fulfil them
- Monitoring the fulfilment of objectives, tasks / use of the VAK method/
- Monitoring the fulfilment of objectives, principles of providing effective feedback.

8. Leadership: people management

WHO IS THE COURSE FOR?

Managers/supervisors, project managers who want to develop comprehensive people management skills

WHAT WILL YOU LEARN?

- Learn how to use skills for successful management, leadership of individuals and teams and improving communication with subordinates
- Learn how to better utilize the potential of subordinates to improve their performance and desirable work behaviour

TOPICS / ANNOTATIONS

- Management content, leadership, basic practical management habits for effective leadership, how to build and strengthen habits
- Managerial activities and roles, how to do them in practice, what to emphasize and not to forget
- Building and developing natural authority and respect - sources of authority, how to work with them
- Self-knowledge, self-management as a prerequisite for leading others
- People management as a key factor in individual performance in the work team, organization
- Principles of situational leadership as a tool of manager‘s/ supervisor‘s authority in MUNI conditions
- How to motivate people, how to get not only maximum performance, but also desirable work behaviour and employee loyalty
- The impact of communication on effective people management
- How to set tasks motivationally , set goals, how to provide feedback appropriately and effectively
- How and when to praise and appreciate employees, how to criticize correctly
- Practical inspiration for more effective leadership

9. Starting manager / boss

WHO IS THE COURSE FOR?

Managers / supervisors, project managers who are newly nominated for a managerial / leadership position or are still preparing for nomination

WHAT WILL YOU LEARN?

- Know the content of leadership
- Know what habits you need to develop to lead people successfully
- Know what to focus on when taking on a managerial/leadership position
- To be aware of how to fulfil basic managerial activities and roles in practice
- Know how to estimate the personalities of co-workers and the characteristics of the work team
- Have inspiration on how to build natural authority or what mistakes to avoid
- Know the basic principles of situational leadership in relation to individual and work team typology

TOPICS / ANNOTATIONS

- Management content, how to communicate job requirements
- What to focus on when taking on a managerial / leadership role
- Creating basic managerial habits
- Managerial activities and roles, how to fulfil them, what mistakes to avoid
- Self-knowledge and development as the basis for success in leading people
- Building manager authority, sources of authority, how to work with them in practice
- Principles of effective communication in management: in which situations a manager/leader communicates; communication tools, communication skills, communication strategies and their use in managerial practice - communicating requirements, expectations, problems, assigning tasks, feedback, etc.
- Situational management - criteria for choosing the right management style, inspiration for developing the art of situational leadership

10. Increasing the authority of the manager

WHO IS THE COURSE FOR?

Managers/supervisors, project managers who want to work on developing their managerial authority

WHAT WILL YOU LEARN?

- Know what the sources of manager's authority are
- Have inspiration on how to influence and develop sources of authority

TOPICS / ANNOTATIONS

- Authority of the manager
- Sources of authority, people around the manager, how they can influence our authority positively, what can weaken it
- How to communicate negative influence, eliminate
- Sources of authority "in the hands" of the manager
- Manager's personality - professional and personal competences, how to develop them to strengthen authority
- Formal, material sources of authority
- Management style as a tool of managerial authority, how to learn its proper use

11. Employee evaluation - theoretical block

WHO IS THE COURSE FOR?

Managers/supervisors who need to gain skills and support in the role of evaluating work performance, relationships and results

WHAT WILL YOU LEARN?

Understand the employee evaluation process and the role of managers in it as a key process in HRM
Gain insight into the issue of employee evaluation as a set of managerial skills /competencies/ supporting effective leadership of individuals and work teams
Motivating managers to actively participate in the evaluation process

TOPICS / ANNOTATIONS

Employee evaluation - a systemic approach
Evaluation as a core HR process, interdependence with other HR processes
The importance and benefits of evaluation for the organisation, the evaluator, the evaluated
/ specifics of the university environment/

Performance management x evaluation, the role of managers in the different phases of performance management
performance agreement,
performance planning, motivation and development,
ongoing feedback,
evaluation, including an evaluation interview

Barriers to evaluation and ways to eliminate them
Evaluation process - preparation, self-assessment, evaluation interview /basic principles/, work with evaluation outputs

11. Employee evaluation - practical block

WHO IS THE COURSE FOR?

Managers/supervisors who need to gain skills and support in evaluating work performance, relationships and results

WHAT WILL YOU LEARN?

Understanding the basic building blocks of a good evaluation
Awareness of potential risks in the feedback process and how to avoid them
Mapping challenging situations in the evaluation process and being aware of how to prevent or resolve them

TOPICS / ANNOTATIONS

Recapitulation of basic feedback rules
General principles of evaluation (e.g. VVV, SMART objectives, sufficient time, balanced communication, relevant evidence, ...)
Mistakes in the evaluation process and how to prevent them
Difficult situations and how to manage them
Summary of findings - creating “Ten evaluations"

1. Catch your luck

WHO IS THE COURSE FOR?

For anyone who would like to hear anything about happiness. Whether you are lucky or unlucky in life, you can learn something new and multiply your luck or finally get rid of bad luck.

WHAT WILL YOU LEARN?

- Principles that influence the level of happiness
- The role of openness to experience
- The role of intuition in decision making
- Explore your attitudes and how they affect your level of happiness
- Reinforce positive perceptions and expectations
- Self-fulfilling prophecy
- Will, tenacity

TOPICS / ANNOTATIONS

All of us know those magical moments when "luck" stood by someone. Those moments when something can't be easily explained and we think that he was really lucky....

Let's take a look at the latest findings from a scientific perspective on the topic of happiness. And try to meet your own.

2. Prevention of the burnout syndrome

WHO IS THE COURSE FOR?

For all employees who want to avoid burnout

WHAT WILL YOU LEARN?

- You will realize the difference between depression and burnout syndrome, a positive attitude towards life and "painting yourself pink". You will find out what your life attitude is and how you can work with it, we will show you methods to consciously change your attitude, describe the stages of burnout syndrome, how to recognize them, where the doubts come from in our mind and how to strengthen your ability to influence your feelings and not burn out in any role
- You will learn how to manage your fuel well and recognize which stage of the "burn" you are in.

TOPICS / ANNOTATIONS

- Who is at risk of the syndrome, how it arises. What it is and how it arises
- Working mode setting during burn-out
- Principles for the correct workload distribution
- Time management "IV. and V. generation"
- Influence of the environment on the psyche - what we influence and what we don't
- Long-term stressful situations in our lives
- Possible sources of stressful situations and how to eliminate them (prevention)
- Basic relaxation techniques
- Methods of self-regulation - what to do when it's already here
- Negative consequences of exhaustion that are reflected in work life

3. Healthy sleep and sleep psychohygiene

WHO IS THE COURSE FOR?

For all MUNI employees who want to improve the quality of their sleep

WHAT WILL YOU LEARN?

- Understand what all affects the quality and length of your sleep
- How to use theoretical knowledge in everyday life
- How to maintain the discipline of sleep mental hygiene
- How sleep affects interpersonal relationships and quality of work
- How to make the most of the night in terms of memory, education and rest

TOPICS / ANNOTATIONS

- A little theory about our brains. What chronotype you are and the ideal time for the activity of your type
- Brain waves, frequency and sleep. Sleep for better memory
- Sleep mental hygiene, practical tips for „cleanup“ of the head"
- Environment affecting sleep. Useful bedtime habits
- How to cure insomnia, bad sleep and nightmares. What dreams tell us from the subconscious about our health

For this seminar you will need a camping mat, comfortable clothes, a light blanket, a scarf or an eye mask

4. Increasing mental resilience

WHO IS THE COURSE FOR?

For all employees who want to work on developing their mental resilience

WHAT WILL YOU LEARN?

- Know how to use practical techniques to overcome stress at home, at work and on the road, understand the laws of stress and its impact
- Discover how time management can affect your stress, harmonious relationships and self-esteem
- Travel stress-free, create a stress-proof home and a calm workplace
- Getting on with a difficult colleague

TOPICS / ANNOTATIONS

The seminar deepens knowledge and practically leads to coping with stressful situations and extends these situations to coping in the workplace, when travelling and in stressful situations in interpersonal relationships and with oneself. Work-Life balance, being in the present and living without complaints. Moving "From victim to creator" and accepting your own reality. The topic includes practical training in counter-manipulation techniques and the art of persuasion.

The content of the seminar consists of the participants' requirements for specific situations