

A2

Self-presentation & business communications



Goal	The aim of the course is to provide PhD candidates an opportunity to practice self-presentation techniques with focus on the self-presentation in the job interview. For this purpose, interview situations are to be simulated in order to prepare for such situations. The preparation in terms of content, also on a rhetorical and formal level, should lead to a more self-confident appearance in practice, as behavioural patterns have been practised. Dealing with possible cultural differences is made conscious.
Format	Interactive workshop
Recommended duration	6 hours
Content of the training activity	<p>Topic 1 self-presentation (30 %)</p> <ul style="list-style-type: none">● Subtopic 1.1 presentation techniques rhetoric● Subtopic 1.2 self-presentation techniques● Subtopic 1.3 communication skills <p>Topic 2 self-promoting (20 %)</p> <ul style="list-style-type: none">● Subtopic 2.1 Networking (real life, online)● Subtopic 2.2 Professional appearance <p>Topic 3 mock interviews (50 %)</p> <ul style="list-style-type: none">● Subtopic 3.1 Introduction HR — Job Interview examples● Subtopic 3.2 Communication in Business situations
Expected learning outcomes	<p>After taking this course/training activity, the PhD students should be able to present themselves in a professional performance. Based on the competence for career development listed by EuroDoc (The European Council of Doctoral Candidates and Junior Researchers) students should act in a confident manner in following situations</p> <ul style="list-style-type: none">● Interview techniques● Job application● Networking● Self-presentation
Link to career opportunities in life-sciences	Rhetoric, appearance and communication should be conveyed according to the requirements in the life sciences. Ability to present oneself in the entrepreneurial field of life sciences should also be addressed.
Recommended training prerequisites	To actively participate in the activity the PhD student should be motivated to work in life sciences and already progressed within their academic studies; Participants are already at a stage where they are looking for careers outside academia or aim to non-university research institutions.
Sector specifics to be considered	Recruitment processes according to life science sector like assessment centres; Preparation for high demands in the entrepreneurial field; Professional and confident appearance; Competences in presenting scientific content

Trainer/facilitator qualification	<p>The trainer should already have experience in leading learning groups in different aspects and techniques of business communications including mock interviews etc. and their analysis;</p> <ul style="list-style-type: none"> ● The students should be motivated to actively participate in the course programme. In this sense, the trainer should have certain pedagogical competences; ● Involvement of HR professional is strongly recommended for the mock interviews
--	--

Recommendations and suggestions for course/activity setup and methods used:

Suggested scenario	Format and content are largely determined by the trainer — the activities listed here are only recommendations.	
	Duration	Activity description
	1,5 hours	Self-presentation & promoting I: The first part covers the basics of presentation; looking at basic, formal requirements — from professional behaviour on social media, dress code etc. Students should work in groups to identify problems that they themselves are confronted with.
	1,5 hours	Self-presentation & promoting II: In the second part, the trainer directly addresses the problems first formulated by the students; possible solutions are sought together. the trainer accompanies the students in the process of finding solutions.
	2 hours	Face-to-face communication strategies. Mock job interviews, networking and other situations in business world. The mocked situations can be video recorded for the following analysis.
Recommended number of participants	15	
Forms of active engagement	Students are encouraged to actively participate on several levels: firstly, they must be able to recognise and name problems in self-presentation; solution strategies are sought together — under the professional guidance of the trainer; and thirdly, students are given advice on content and presented with options that they can apply directly in practice. In the mock interview phase, the contents learned can be practised and further developed on site.	
Recommended pretraining activities	Ask participants to prepare application documents for a job offer they would be interested in to apply for.	
Assignments outside of the classroom time	Group work in small groups takes place outside the classroom to allow undisturbed work; this is also intended to create a certain range of topics that vary among themselves. In itself, however, the design and management of the group work is part of the trainer's remit, who can react individually as well as to group dynamics.	
Training handouts	Should be provided by the trainer	

Assessment of acquired competences	The necessary competences in self-presentation are transferred in the form of a mix of methods. Basic content structures as well as practical skills are taught. For details see above.
Reflection questions	<ul style="list-style-type: none"> ● Do you feel better prepared for a job interview? ● Do you feel confident to present yourself and your work in front of audience? ● Are you aware of what are the strengths and weaknesses of your self-presentation? ● Do you know any techniques or strategies that can help you in communication with potential employers?
Engagement of external experts	Involving an expert from a company, e. g. HR department (recruiter etc.) for the mock job interviews and other trained situations.
Venue requirements	One bigger lecture room + one smaller room to allow for group work.
Technical and material requirements	Laptop, beamer, depending on the trainer, materials for different kind of groupwork like flipcharts, pens etc. Audio and video recording systems.