



Expenditure of time Questionnaire

1. Do you spend enough time on the 'real' work?
2. If not, what are the most important reasons that you do not get round to the 'real' work?
3. At what time of the day do you have the most energy and are you the most alert?
4. What kind of tasks do you carry out at such times?
5. Do you often postpone work?
6. For how long are you able to concentrate on a task?
7. How long do you break from work each day?
8. How much sleep do you need?
9. How do you plan your days off?
10. What could you improve?



Negotiation Game

Team assignment

Instructions

1. After the starting signal you can open your envelope.
2. Your team assignment is to produce the five objects listed below. You can only use the materials handed out to you by your trainer. Your materials are different from the materials of the other teams, but the assignment is the same for all teams.
After the signal you can negotiate with members of other teams in order to use their materials. You CANNOT use other materials (such as you own pencils) that were not handed out by the trainer. Nor is this envelope part of the game.
3. The assignment is a contest: the first team that completes the assignment correctly is the winner.
4. Don't start with the assignment until the trainer has given the signal to open the envelope.

Produce the following objects:

1. A paper chain existing of four shackles all of a different colour.
2. A 10 x 8 cm rectangle existing of two colours.
3. A triangle of white paper with an 8 cm base and 8 cm height.
4. A 13 cm long tube of yellow paper, with two closed ends of different colours.
5. Four 2,5 x 2,5 cm squares drawn with pencil on a square 15 x 15 cm red paper card.

note: these sizes should be exactly right and can't be estimated!



Conflict Management Assignment

Read the short descriptions of the four styles of conflict management below.

1. Which one (or two) of the four descriptions applies best to your own reaction in conflict situations?
2. Can you think of a situation you've been in and reacted accordingly?
3. Discuss:
 - a. What are advantages and disadvantages of this style?
 - b. On what situations applies this style best?



Negotiation

Results and relationships

Different people have different objectives and they try to overcome these differences through negotiation. This occurs everywhere: in business as well as in government, in the family, in social clubs, among friends etc. Everyone enters into a negotiation of some sort at least once a day.

The question always seems to be whether the negotiation should be soft or hard. The hard negotiator always wants to win, turns the negotiation into a competition, invites hard responses to his hard actions and ends up in a deadlock. If this type of negotiator has the better arguments, he may lose a valuable relationship. The soft negotiator avoids personal conflict; he makes concessions to maintain the relationship, but in the end feels unsatisfied with the results achieved.

1. When is negotiating possible?

- When both parties wish to achieve a positive result;
- When both parties have something to exchange: to negotiate is to barter;
- When there is a relationship of dependency.

2. Four starting points

- Success is more important than winning.
Aim at win/win situations. It is not important whether a party is the winner or the loser. The objective is to explore all possibilities together in a creative way and to find a solution for a seemingly insurmountable difference; a solution which will be profitable for both parties. Both in terms of contents and on a relational level, this type of negotiation may prove successful.
- Be inventive.
Make a distinction between searching for possible solutions and judging these solutions; in other words between being inventive and being critical. For instance, by means of brainstorming, with or without the other party.
- Concentrate on interests, not on opinions.
Interests cause the problem. Human behaviour is motivated not by opinions, but by needs, desires, cares and fears. In order to find solutions, it is necessary to reconcile differences in interest rather than differences in opinion.
- Distinguish between the problem and the people involved.
The problem is often tangled up with the relationships of the parties involved. A common mistake is either to make unsatisfactory concessions to maintain a good relationship or to take a more uncompromising stance, because the relationship is already troubled. Be firm over matters concerning the problem, but always remain friendly when dealing with the other party.

3. Negotiation Steps

- Preparation.
What exactly do I hope to achieve? What are my interests?
What might be the objectives of the other party?
Come up with as many different solutions as possible.



- Discussion
Explain what you hope to achieve.
Try to establish the other party's objectives.
Ask many questions.
Try to determine what interests lie behind the other party's opinions.
- Make proposals
Make proposals using the 'if-then' format.
- Get down to business
Indicate what you are prepared to concede in exchange for meeting your conditions.
Make a counterproposal if a proposal is not acceptable.
- Conclusion
Make clear agreements and summarize the main points.
Confirm the agreements on paper or by e-mail.



Additional Research Case Study

Postdoc

Your professor has asked you to carry out additional research. The research is not directly related to your own project, but it sounds interesting. It could mean the opportunity to publish in a prestigious journal and might yield some extra money.

However, you would have trouble finding the time to carry out the research.

The fact is that on top of your own research, you are busy with a wide variety of academic commitments, including supervising two PhD students in this period, not to mention that it would put this year's long-awaited holiday at risk.



Additional Research Case Study

Professor

You are the professor of a research group, and you have been requested to carry out research for a ministry, which is also prepared to pay. However, they are stipulating that the research must be completed within six months. You simply do not have the time to carry out the research yourself. Neither is the payment that the ministry has promised sufficient to recruit someone for the task. You nonetheless want to have the research carried out, because it would be good for the research group to make a name for itself in the research area concerned, and you would welcome the opportunity to keep the contact with the ministry warm, if not even to extend it.

An international congress that you would like to attend is scheduled for three months' time in Australia, and you could well use the (provisional) research findings for a paper and presentation.

You have asked one of your Postdocs whether they would be willing to carry out the research. It is an interesting research topic and it would be an opportunity for the trainee research assistant to do something outside the rigidly defined doctoral thesis subject. If necessary, it would be possible for the trainee research assistant to be given more time for the thesis.



Negotiation Assignment

What are your interests?

What is the best that you can get out of this negotiation?

What is the least you want to get out of this negotiation?

What would be the other's interests?

Think of as many alternatives (be creative) to reach a 'win-win' situation



Giving feedback

Homework assignment

Giving feedback to your (PhD) students or technical staff on their behaviour, whether during a yearly evaluation, on their presentations or during meeting is one of the important tasks of a supervisor and often your most important tools to help them achieve the academic objectives. Giving feedback might not be an easy task however. It would help you a lot if you would write down your observations prior to the evaluation.

Where can you start?

Often there is a problem that you would like to address, for instance a specific task that is not carried out sufficiently, a motivation problem or a criterium that the student / technician does not meet (see 'competence definitions for PhD students').

You can start describing the situation. For instance you can ask yourself:

- What exactly is the problematic behaviour (what does the student do / what does the student say) or what kind of behaviour do you miss?
- Or you can ask yourself what is the behaviour I need to assess?
- Do you have any recent example of this?
- What is the effect of this behavior on the PhD project, or on your work/ on the collaboration with the student (and how does that make you feel)?
- Are there any positive remarks that you can make; are there any positive results of this behavior?
- What are your critical remarks; what are the negative results of this behavior?
- In what way would you like the situation to change? What are possible improvements? What could be a first step?

Assignment

Try to describe a situation using the list above. Also check the handout 'Competence definitions for PHD' whether there are any issues that you need to discuss.



Competence definitions for PhD

Analytical ability	Understands a situation by dividing it into small parts or establishing the consequences. This means that various parts or aspects are compared with each other and that there is understanding of the <i>cause-effect</i> or <i>if-then relationships</i> of the facts.
Self confidence	Adopts own standpoints and undertakes actions based on own convictions. Acts calmly and confidently and continues to give this impression, even when faced by opposition or emotions of others.
Communication	Communicates ideas and information clearly and correctly, taking into account discussion partners, audience and readers, so that the message is received and understood.
Drive	Maintains long-term focus on achieving a set goal, also in the face of adverse circumstances and/or personal opposition.



Extra competence definitions for researchers

Conceptual ability	Sees similarities between situations which do not seem to be clearly related and discovers key factors in complicated situations. Creates thinking frameworks or models and formulates multiple concepts, hypotheses or ideas based on complex information.
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Presentation	Presents facts, ideas and evaluations in a systematic, coherent and stimulating way.
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