Course Syllabus

HUM 203 G

Global Ethics, Leadership and Personal Development

Number of ECTS credits: 6

Time and Place:

Timings on Saturdays: 10:00-13:00/14:00-16:00
2nd of February Module 1
16th of February Module 2
16th of March Module 3
30th of March Module 4
4th of May Module 5

Although the modules take place on Saturday, all students are expected to participate, so make sure to mark these dates in your calendar at the start of the semester!

Contact Details for Adjunct Professors

Mona Shair Wloch, E-mail: vesalius@key2advance.com
Karolina Osiak: E-mail: Karolina.osiak@key2advance.com
Eva Geluk: E-mail: eva.geluk@key2advance.com
Martine Alonso Marquis: martine.alonsomarquis@key2advance.com

Office hours: Consultations to be arranged via Skype or Phone

CONTENT OVERVIEW

<table>
<thead>
<tr>
<th>Syllabus Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prerequisites and Course Description</td>
<td>2</td>
</tr>
<tr>
<td>Course Learning Objectives</td>
<td>3</td>
</tr>
<tr>
<td>Overview Table: Link between MLO, CLO, Teaching Methods, Assignments and Feedback</td>
<td>4-5</td>
</tr>
<tr>
<td>Main Course Material</td>
<td>6</td>
</tr>
<tr>
<td>Workload Calculation for this Course</td>
<td>6-7</td>
</tr>
<tr>
<td>Course Assessment: Assignments Overview and Grading Scale</td>
<td>7</td>
</tr>
<tr>
<td>Description of Assignments, Activities and Deadlines</td>
<td>8</td>
</tr>
<tr>
<td>Rubrics: Transparent Criteria for Assessment</td>
<td>9-12</td>
</tr>
<tr>
<td>Policies for Attendance, Later Work, Academic Honesty, Turnitin</td>
<td>13</td>
</tr>
<tr>
<td>Detailed Session-by-Session Description of Course</td>
<td>14-17</td>
</tr>
</tbody>
</table>
**Course Prerequisites (if any)**

Global Ethics HUM103G

**Course Description**

**Further Detail on Course Content**

At Vesalius College, we believe that you should not only graduate with an excellent academic qualification, but also with the skills needed to give you a competitive advantage in today’s demanding and dynamic job market. Every student needs to undertake a compulsory course around Global Ethics, Leadership and Personal Development. Our partners at key2advance, a coaching and training consultancy, will be facilitating the courses on self-development and leadership in your second and third year.

This course will be taught in five modules. Instead of attending lectures on a weekly basis you will have to actively participate in 5 full-day workshops. In-between the lectures you are expected to work on your assignments and projects. All the assignments will be explained during the modules and some will even be completed in class. Should students have any questions in between the modules, we encourage them to reach out via email to schedule a call or skype session.
Course Learning Objectives (CLO)

At the end of this course, students should be able to:

In terms of knowledge:
➢ Understand the three different types of happy lives according to Seligman and the Japanese model (Ikigai) for a fulfilled career.
➢ Daniel Pink’s new model of intrinsic motivation.
➢ Learn the 4-step model of Nonviolent Communication by Marshall Rosenberg.
➢ Understand and explain the basic needs for a healthy brain according to various pioneers in neuro-leadership.
➢ Understand and explain the main pillars needed to give impactful presentations.

In terms of skills:
➢ Self-awareness skills: ability to assess personal drivers, communication preferences and coping strategies. Identifying main sources of stress and learning how to effectively manage their own resources to increase resilience.
➢ Conflict resolution skills: converting destructive conversations into constructive ones using the 4 step model of Rosenberg. Learning the skills of active and deep listening.
➢ Presentations skills: How to structure a presentation, tailor content to various audiences and use effective non-verbal communication skills (voice, gestures and body language).
➢ Communication skills: explore frameworks that will help students structure their CVs.

In terms of attitudes:
➢ Ability to introspect and ask critical questions for own self-development.
➢ Learn the value of receiving and providing feedback when developing certain skills.
➢ Be courageous to try new techniques and tools to improve managing self and others.
➢ Develop an attitude of life-long learning.
➢ Enjoy discovering more about self and recognizing importance of taking responsibility of own decisions.
### Link Between Major Objectives, Course Objectives, Teaching Methods, Assignments and Feedback

#### Summary:
Number of assignments used in this course: 5  
Number of Feedback occasions in this course (either written or oral): 5 and during virtual meetings  
Number and Types of Teaching Methods: 6

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning Objectives addressing the Major Objectives (testable learning objectives)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Instances of Feedback given to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bachelor is able to work in a multi-cultural team.</td>
<td>Conflict resolution skills: converting destructive conversations into constructive ones using the 4 step model of Rosenberg. Learning the skills of active and deep listening.</td>
<td>Role-plays, Self-reflection, lecture</td>
<td>In class group examination and knowledge questions</td>
<td>Oral feedback during Workshop, written feedback via grading rubric</td>
</tr>
<tr>
<td>The bachelor recognizes the importance of life-long learning.</td>
<td>Self-awareness skills: ability to assess personal drivers, communication preferences and coping strategies. Identifying main sources of stress and learning how to effectively manage their own resources to increase resilience. Ability to introspect and ask critical questions for own self-development. Be courageous to try new techniques and tools to improve managing self and others. Develop an attitude of life-long learning. Enjoy discovering more about self and recognizing importance of taking responsibility of own decisions.</td>
<td>Simulations, self-reflection, questionnaires</td>
<td>Self-reflection journals</td>
<td>Written feedback via grading rubric</td>
</tr>
</tbody>
</table>
Major Learning Objectives | Course Learning objectives addressing the Major Objectives (testable learning objectives) | Methods used to Teach Course Objectives | Methods (and numbers/types of assignments) used to test these learning objectives | Type, Timing and Instances of Feedback given to Student
---|---|---|---|---
The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.
Identify personal drivers, communication preferences and compensation strategies. Understand and explain the 4 pillars needed to give impactful presentations. Describe the 4 basic communication preferences according to NLP.
The bachelor is able to combine ethical and business-oriented judgments in the analysis of business problems and takes these ethical considerations explicitly into account in the solutions proposed for business problems.
Delineate the five crucial skills of self-management according to Peter Drucker, and illustrate how they determine success in relationships, work, and physical well-being.
Lecture on presentation techniques, Practicing in front of group and in pairs, Pitch presentation at the beginning of module 5.

**Main Course Materials (please note that you can find the readings for each module and session in the Course Schedule section below):**

The course material consists of handouts, powerpoint presentations, lecture notes and handouts. Powerpoint presentations will be made available after the respective classes have taken place. A module-by-module overview of the course readings can be found in the section below.

The syllabus, powerpoint presentations, handouts and important messages will be uploaded to the Vesalius portal Canvas. Students are expected to visit this site regularly to keep abreast of course evolutions. The professor is expected to upload relevant material in a timely manner.

Course material marked as ‘suggested readings’ and ‘additional sources’ is helpful for research and to gain an increased understanding, but is not mandatory. This material can be found online or will be made available upon individual request.

**Recommended References books:**

Active Learning and Intensive ‘Reading around the Subject’: Additional Sources, Recommended Journals and Websites:

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else’s notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Major. Active and engaged learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions compassing the entire course below. You are encouraged to read and browse in the leading journals of your discipline.

Journal Relevant for this course

Coaching: An International Journal of Theory, Research and Practice
Consulting Psychology Journal: Practice and Research
The International Journal of Coaching in Organizations
Ethics and International Affairs https://www.ethicsandinternationalaffairs.org/
Life Sciences, Society and Policy http://www.springer.com/philosophy/journal/40504

Work Load Calculation for this Course:

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 5 hours of lectures per module and 7 hours ‘out of class’ time spent on preparatory readings as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

Time spent in class: 5 hours per workshop – 25 hours
Time allocated for course readings: hours per week / hours per semester 60 hours
Time allocated for preparing Assignment 1: 30 hours
Time allocated for preparing Assignment 2: 30 hours
Time allocated preparing for PITCH assignment: 5 hours
Time allocated preparing the CV assignment: 10 hours

Total hours for this Course: 160 hours

Course Assessment: Assignments Overview
The students will be evaluated on the basis of their performance in the following assignments:

- Self-reflection journal (after Module 1) 20%
- In class group work (Module 2) 20%
- Self-reflection paper (after Module 3) 20%
- Public speaking pitch (tested in Module 5) 20%
- Self-branding assignment (after Module 5) 20%
- TOTAL 100%

**Grading Scale of Vesalius College**

Vesalius College grading policy follows the American system of letter grades, which correspond to a point scale from 0 – 100. **All assignments must be graded on the scale of 0-100.** To comply with the Flemish Educational norms, professors should on request also provide the conversion of the grade on the Flemish scale of 0-20. The conversion table below outlines the grade equivalents.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 100 (VeCo Grading Scale)</th>
<th>Scale of 20 (Flemish System)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>85-100</td>
<td>17.0-20.0</td>
</tr>
<tr>
<td>A-</td>
<td>81-84</td>
<td>16.1-16.9</td>
</tr>
<tr>
<td>B+</td>
<td>77-80</td>
<td>15.3-16.0</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>14.5-15.2</td>
</tr>
<tr>
<td>B-</td>
<td>69-72</td>
<td>13.7-14.4</td>
</tr>
<tr>
<td>C+</td>
<td>66-68</td>
<td>13.1-13.6</td>
</tr>
<tr>
<td>C</td>
<td>62-65</td>
<td>12.3-13.0</td>
</tr>
<tr>
<td>C-</td>
<td>58-61</td>
<td>11.5-12.2</td>
</tr>
<tr>
<td>D+</td>
<td>54-57</td>
<td>10.7-11.4</td>
</tr>
<tr>
<td>D</td>
<td>50-53</td>
<td>10.0-10.6</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0-9.9</td>
</tr>
</tbody>
</table>

**Description of Activities, Grading Criteria and Deadlines:**
Reflection Journal (20%)
Students will be asked to submit a 1000 word journal/paper, which answers all the main questions covered in module 1. We encourage the students to draft the paper in an aesthetically pleasing manner and insert diagrams or images that could serve as metaphors or analogies for their self-development path. The aim of this assignment is give students the chance to reflect on their goals, drivers, sources of happiness and how they plan to best motivate themselves going forward. Those who took part in the onboarding can also share what has changed in the past year and what they have learned about themselves during their first year at university. We would also like the students to consider how the learnings have affected their mindset about “self-coaching” and the importance of self-development. The journal should compose of personal and reflective pieces of writing rather than substantively evaluative or analytical. The exact questions for this assignment will be explained in module one and uploaded onto canvas. **Deadline: Friday the 15th of February**

In class group work on conflict management (20%)
During module 2, the class will be split up into groups of 4 where they will write up various conflict scenarios. During class, the nonviolent communication model by Marshall Rosenberg will be taught and discussed in the group and room for individual reflection will be granted. Towards the end of the class, students will be asked to re-write the conflictual situations using the model of NVC and graded according to the below rubric. **Assignment will be in class on the 16th of February**

Stress Management Reflection Paper (20%)
Taking into account the different elements covered in class, describe firstly the effects of stress on physical, psychological and behavioral aspects of life, reflect on different coping mechanisms and finally describe what a stress management plan might look like incorporating, but not exclusively, the healthy mind platter. Your paper should be no more than 1000 words. **Deadline: Friday the 29th of March**

Pitch Presentation (20%)
In the pitch presentation you will be able to show your presentation skills and demonstrate your basic knowledge on a topic that directly relates to this course e.g. stress management, Nonviolent communication, public speaking, self-development etc. The evaluation will be based on having followed the ACTION Pitch Model, the application of the lessons learned from the body language and voice exercises. The audience will also have the chance to rate their level of engagement based on a scale that will be handed out before the presentations. **The assignment will be presented on the 4th of May at 10:00. Failure to show up for the in class exam without a valid excuse will result in an F grade.**

Branding and CV assignment (20%)
After the 5th module of learning how to brand your applications documents, also using a simple storytelling model, students will be asked to write up a CV and a short paragraph about themselves and upload it onto turnitin via Canvas. **Friday the 10th of May**

Rubrics: Transparent Grading Criteria For Each Assignment
Reflection Papers following Module 1 and Module 3 (20%)

<table>
<thead>
<tr>
<th></th>
<th>Excellent/Very Good</th>
<th>Good/Average</th>
<th>Below Average/poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation, Layout and</strong></td>
<td>The document is presented in a professional, aesthetically pleasing and grammatically correct manner. The layout allows for excellent overviews and quick access to the main information. (20 – 15)</td>
<td>The document is presented in a good/average and somewhat aesthetically pleasing manner and with some grammatical or stylistic errors. The layout allows for a good/average overview and access to some of the main information. (14 – 11)</td>
<td>The document is presented in a poor and aesthetically non-pleasing fashion. The content is not arranged in a clear way. Readers have difficulties in locating key information. Obvious grammatical or stylistics errors. (10 – 0)</td>
</tr>
<tr>
<td><strong>style.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(20 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical</strong></td>
<td>The paper contains insightful analysis of theories covered in class, synthesis and evaluation of their personal situations and clear connections are made to real-life situations. (30 – 25)</td>
<td>It is clear from the paper’s responses that the content has been not been fully generated through active reflection. Attempts are made at mentioning the theories and the connection to their own experience is somewhat clear. There is evidence of self-reflection and there are some general connections to their real-life situations made, but are sometimes too obvious or not clear. (24 – 16)</td>
<td>The paper is written in an insufficient and incomplete manner, with patchy information. The responses seem superficial with little analysis or connection with the main objectives covered in the first module or are completely off topic. (15 – 0)</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(30 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personal</strong></td>
<td>Balanced and sophisticated reflections, interesting write-ups and useful analyses of what the various theories/models/frameworks mean to them. Many personal reflections and examples describing students’ learning experience and self-development path (50 – 40)</td>
<td>Somewhat balanced and sophisticated reflections, some interesting write-ups and analyses of what some of the theories/models/frameworks could mean to them. Some personal reflections and examples describing students’ learning experience and self-development path (39 – 26)</td>
<td>Content seems rushed, random and unreflected, providing a poor image of the module and student’s reflection. Little information in terms of topic knowledge and reflections by students about their learning path and self-development experience. (25 – 0)</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(50 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pitch Presentation to be presented at the beginning of module 5 (20%)**
<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Excellent/Very good</th>
<th>Good/Average</th>
<th>Below average/poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of the ACTION PITCH Model (25 points)</td>
<td>Very well structured; focused and clear pitch. Followed all 6 steps and moved with ease from section to section. (20-25)</td>
<td>Well-structured, mostly focused pitch. Followed all 6 steps but not in prescribed order and transitions were mostly clear. (15-19)</td>
<td>Disorganized and unclear presentation of pitch model. Did not follow all the steps and even omitted a few with unclear transitions. (0-14)</td>
</tr>
<tr>
<td>Body Language (posture, eye contact, gestures and special anchoring) (25 points)</td>
<td>Had a stable and upright posture, maintained eye contact, used hands to underline message and managed to apply the spatial anchors clearly. (20-25)</td>
<td>Posture mostly stable and upright, frequent eye contact with the audience, mostly used hands to underline message and attempted to use special anchors. (15-19)</td>
<td>Uncertainty and discomfort clearly observed in posture, avoided eye contact with the audience, did not gesture nor keep the audience’s attention using special anchoring. (0-14)</td>
</tr>
<tr>
<td>Voice (resonance, projection, intonation and articulation) (25 points)</td>
<td>Good resonance Clear projection (volume) Used pauses well and stressed the key words Articulated clearly for the audience (20-25)</td>
<td>Mostly good resonance Volume in mid-range Paused on multiple occasions and stressed some of the key words. Articulation was moderate. (15-19)</td>
<td>Did not apply any of the voice techniques and spoke too low/loud, did not use any pauses nor stressed any key words whilst not articulating clearly. (0-14)</td>
</tr>
<tr>
<td>Engagement with the audience (25 points)</td>
<td>Audience feels captivated by the speaker, is interested in what would come next and has clearly understood the main message (what, where, when, how and why?). The speaker managed to keep the attention on him/herself for the duration of the pitch. (20-25)</td>
<td>Audience feels interested in the speaker’s pitch, has a good grasp of what the speaker is trying to convey and might still have some open question regarding the main message (what, where, when, how and why?). The speaker managed to mostly keep the attention on him/herself during the pitch. (15-19)</td>
<td>Inability to capture the audience’s attention. Audience did not understand what the speaker was trying to convey and lost interest in paying attention to the rest of the presentation. (0-14)</td>
</tr>
</tbody>
</table>

Student Name:
Rubric for grading the in class group assignment (20%):

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Excellent 4-5</th>
<th>Satisfactory 2-3</th>
<th>Unsatisfactory 0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Both statements are purely based on observation (saw, heard) and are free of any evaluation and judgement.</td>
<td>One of the statements is based on observation and the other contains an evaluation and mild judgement.</td>
<td>Both statements are purely judgemental and based on a personal evaluation.</td>
</tr>
<tr>
<td>Feeling</td>
<td>Both expressions of feelings are based on “true” feelings and do not contain any action words that indicate a hidden blame.</td>
<td>One of the expressions is based on true feelings and the other contains a blame/action words.</td>
<td>Both statements do not contain an expression of true feelings and are purely blame based.</td>
</tr>
<tr>
<td>Need</td>
<td>Both parties express a clear emotional need and take responsibility for voicing it.</td>
<td>Only one of the parties expresses a clear need and takes responsibility for voicing it.</td>
<td>Both sides do not express any individual emotional need and purely focus on blaming the other side.</td>
</tr>
<tr>
<td>Specific Request</td>
<td>Both statements contain a clear and specific request that leaves room for negotiation and compromise.</td>
<td>Only one of the parties involved in the conflict expresses a clear request and the other formulates it as a demand.</td>
<td>Both sides either do not have a request or formulate the last step as a demand that only leaves room for punishment or reward.</td>
</tr>
</tbody>
</table>

Names of students in group:
### Rubric for CV assignment (after Module 5): 20%

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layout of CV</td>
<td>The CV should have a consistent and clear layout that easily guides the reader to the main points.</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td>Consistency</td>
<td>All sections ranging from education to professional experience should be structured in the same format. (ex. Consistent Highlighting/bolding/font/verb tenses...etc)</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Achievement statements</td>
<td>Describing achievements by using the formula: action verb + outcome + method (how)</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Section on Education</td>
<td>Listing of all relevant courses and research papers/focus</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Section on extra-curricular activities</td>
<td>Ensuring that the extra-curricular activities describe skills and qualifications that give the reader a better idea of what a student can offer.</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Personal Profile (200 words)</td>
<td>The student clearly uses a storytelling model to underline their skills, interests and strengths. The reader is engaged by the description.</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td>Style and language</td>
<td>Correct use of language – correct spelling, grammar and English expression.</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td>Originality</td>
<td>The student makes an effort to create an original, personalised CV and refrains from using ready-made-templates.</td>
<td>/10</td>
<td></td>
</tr>
</tbody>
</table>

**Name of student:**
**Vesalius College Attendance Policy**

Class attendance is mandatory, and it is essential to becoming a good scholar; it is impossible to receive instructions, obtain knowledge, and gain skills without attending the class. Attendance will be taken at each class meeting. It will be difficult to pass this course without regular class attendance.

**Academic Honesty Statement**

Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else's work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments. Please consult the Section “Avoiding Plagiarism” in the College Catalogue for further guidance.

**Turnitin**

All written assignments that graded and count for more than 10% towards the final course grade need to be submitted via the anti-plagiarism software Turnitin through Canvas.

**Late Submissions**

Because all deadlines are communicated to students beforehand, and because this is a 200 level course, it is students’ responsibility to make sure they are able to finish the assignments on time. Therefore, assignments that are not handed in on time are subject to the following penalties. These penalties are deducted after calculating the overall grade of the assignment.

- 1 day late (0-24 hours): 10% reduction of original grade;
- 2 days late (24-48 hours): 20% reduction of original grade;
- 3 days late (48-72 hours): 30% reduction of original grade;
- 4 days late (72-96 hours): 40% reduction of original grade;
- 5 days late (96-120 hours): 50% reduction of original grade.

- After five days, the assignment is no longer accepted, resulting in an automatic grade of F.
- Failure to show up for the in-class assignments will result in an F grade. Should you not be able to attend class, please write us an email no later than 48 hours before class starts. If you miss class for medical reasons, please ensure to hand in a medical note to the administration.
Detailed Course Schedule

Module 1: Self-Coaching leads to self-empowerment, by Mona Shair-Wloch and Karolina Osiak
Time: Week 2: Saturday 2nd of February 10.00 – 13.00 & 14.00 – 16.00

“Your mind is your most valuable asset.”
In this workshop, you will be introduced to how your mind works, how to manage your emotions, what motivates you and how to become your own best friend. You will enrich your toolkits from Neuro-Linguistic-Programming and the world of Solution-Focused Coaching to better understand yourself and others. You will also learn how to use coaching techniques in your day-to-day live, with a focus on setting and achieving goals.

Besides the practical approach of NLP Programming you will also be introduced to various contemporary theories around happiness, motivation and habit creation. We will discuss the relevance and reflect on what that could mean to you individually.

Compulsory Reading:


Compulsory Viewing:
The Power of Habit: Charles Duhigg at TEDxTeachersCollege
https://www.youtube.com/watch?v=OMbsGBlpP30

Martin Seligman: The state of psychology
https://www.ted.com/talks/martin_seligman_on_the_state_of_psychology

Recommended Readings


Clear, James. *Atomic Habits: An Easy and Proven Way to Build Good Habits and Break Bad Ones*. October 2018

Guiding questions:

What does the article from Peter Drucker have in common with Dan Pink’s theory on what motivates us and Seligman’s hypothesis on what makes people authentically happy?
What questions do I need to ask myself in order to lead a happier life?

**Module 2: From Conflict to Resolution: Nonviolent Communication, by Martine Alonso Marquis** Saturday (16th of February) 10.00 – 13.00 & 14.00 – 16.00

“Every criticism, judgment, diagnosis, and expression of anger is the tragic expression of an unmet need.” - Marshall B. Rosenberg

We all find it easy to deliver positive messages to people that we like, but can find it extremely difficult to do the same with negative messages (saying no to something, for example). This gets even more difficult when we have a strained relationship with someone; a boss, colleague or family member. In this workshop, participants will learn how to deliver various messages to anybody at any time, without risking or fearing “break-down” or “conflict”.

Compulsory Reading:

NVC Instruction Guide from the Center of Nonviolent Communication based on the exercise book of Marshall Rosenberg. (please find the article on Canvas under files)

Recommended Readings:


Guiding questions:
What are the different ways in which conflict manifests itself?
How is non-violent communication a tool for healthy relationships?
**Module 3: Insights and Quick Wins in Stress Management, by Eva Geluk**

Saturday (16th of March) 10.00 – 13.00 & 14.00 – 16.00

“You cannot always control what goes on outside, but you can always control what goes on inside.” - Wayne Dyer

We all find ourselves in stressful situations from time to time. Whether at work, during our studies, or when life throws nasty surprises at you. This is normal. But, when does it become problematic? When are you in danger of stress becoming distress and a danger to your health and what do you need to do to avoid this? This module will give you basic insights into what stress is, where it comes from, and its effects. You will also get to identify your stress sources and tips on how to better manage these stressors and how to ensure you have enough resources.

**Compulsory Readings:**


Guiding questions:

- What is stress from a physical and neuroscience perspective?
- How do I know that I am stressed and what is happening to me?
- What are the consequences of stress?
- What are the necessary conditions for stress management?

**Module 4: Presentation Skills (part 1), by Mona Shair-Wloch**

Saturday (March 30th) 10.00 – 13.00 & 14.00 – 16.00

The goal of this session is to understand and practice the most important pillars needed to maximize one’s impact when speaking to an audience. At the end of the workshop, participants will have understood their communication style and gained awareness on how to connect with various audiences and leave a lasting impression. The workshop is exercise intensive and covers the importance of structure, voice, body language and presence.

**Compulsory Readings:**

The key2advance handout uploaded onto Canvas. Please do the exercises on pages 11, 12 and 14 before coming to class.


Guiding questions:

- How can you maximize your impact when speaking in public?
- How can public speaking help you in your personal and professional development?
Module 5: Branding and Perfecting your CV by Dr. Martine Alonso Marquis
Saturday (May 4th) 10.00 – 13.00 & 14.00 – 16.00

“You don’t have anything if you don’t have the stories.” - Leslie Marmon Silko

Do you find writing job and internship applications boring and dry? If so, your cover letters likely read robotic and impersonal. In this workshop, you will learn how to brand your application documents, making them sound more powerful, genuine and unique. You will explore the concepts of personal and career branding and also learn a simple storytelling technique that will change the way you talk about yourself but also how you perceive a job hunting process, from tailoring your CV and writing cover letters, to creating your personal narrative on social media, or talking about your experience at an interview. As a practical exercise, you will create your own original, branded CV.

Compulsory Reading:

Guiding questions:
What makes storytelling so powerful?
How can storytelling help you in your career development and application/interviewing process?