



# THE UNIVERSITY OF PARDUBICE

# **MENTORING**

# **PROGRAMME**

## **MENTORING GUIDE**

**STROP PROJECT – UNIVERSITY OF PARDUBICE  
HR DEVELOPMENT STRATEGY**



**UNIVERSITY  
OF PARDUBICE**



EUROPEAN UNION  
European Structural and Investment Funds  
Operational Programme Research,  
Development and Education



MINISTRY OF EDUCATION,  
YOUTH AND SPORTS

# STROP PROJECT – UNIVERSITY OF PARDUBICE HR DEVELOPMENT STRATEGY

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Prepared by: Working Group KA03



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## 1. INTRODUCTION

In various areas of political, economic and cultural life, so-called mentoring programmes have been developed in various countries for several decades, enabling especially novice scientists and researchers, subject to certain rules, to gain experience and advice selflessly and voluntarily passed on by more experienced and respected personalities in the field.

The name of the programme is derived from Mentor, a hero of Greek mythology, who was placed by Odysseus in Homer's epic poem in charge of his son Telemachus and asked to protect him and help raise him.

„The mentoring programme has become a part of scientific, educational and communication culture in the Czech Republic as well. It mainly helps young academics and researchers, supports them in starting their own professional careers and positively influences the development of various aspects of their academic work.“



## 2. MENTORING IN ACADEMIA

In the academic environment, mentoring is considered one of the learning methods during which the mentor consciously provides and passes on his/her knowledge and experience to those interested in acquiring and using it and assists in improving the professional career of those interested in mentoring (mentees).

Mentoring is a form of time-bound partnership during which dialogue is held with mutual reflection and learning by both parties.

Mentoring is perceived as one of the very effective and professionally and socially beneficial tools to support the development of skills and abilities, especially the creative forces of the individual, not only in the commercial but also in the academic environment.

The University of Pardubice develops a mentoring programme while being aware not only of its own possibilities of support and development in the field of education and training of academic, scientific and research staff, but also of responsibility for creating conditions for improving the quality of professional and personal life of individuals.

The following text of the Mentoring Guide of the University of Pardubice offers interested students, especially those of doctoral study programmes, young domestic and foreign researchers (hereinafter „young researchers“) useful information and advice on how to sign up for the programme, in what framework and structures the programme works and how to use it to clarify and improve one's professional career and academic work at the University of Pardubice and beyond. At the same time, the Guide is also intended for workers who will take on the role and function of a mentor.

The Guide focuses in particular on:

- a) practical information about the mentoring programme at the University of Pardubice,
- b) roles and functions of mentors and mentees,

- c) a specific procedure for the use of the mentoring programme,
- d) necessary contact addresses and links to sources of further information.



## 3. MENTORING PROGRAMME AT THE UNIVERSITY OF PARDUBICE

### 3.1. OBJECTIVES OF THE PROGRAMME

The primary goal of mentoring at the University of Pardubice is to pass on the experience and knowledge of mentors to mentees. In order to achieve this goal, the programme aims to

- a) create a dignified environment and suitable conditions for improving the performance of mentors within the University of Pardubice and its components,
- b) within the applicable rules of the mentoring programme, respect the specifics of focus, forms and needs of mentoring programmes of individual faculties,
- c) respect the individual goals and needs of the mentees in mentoring,
- d) with its focus and professional impacts, enable the further development of the internationalization of the University of Pardubice,
- e) develop standard and innovative areas of mentoring, e.g. connecting professional, study and personal interests of mentors and mentees, strengthening the professional self-confidence of students and staff of the University of Pardubice through successful career shifts and research progress,
- f) open an offer to participate in mentoring programme courses to all interested parties.

### 3.2. TARGET GROUPS OF THE PROGRAMME

The target groups of the programme are:

- a) mentors from the staff of the University of Pardubice,
- b) mentors working outside the University of Pardubice, chosen by the mentees themselves,
- c) mentees from among Czech students, novice scientists and researchers and interns,
- d) mentees from among foreign students and novice scientists and researchers and interns.

### 3.3. STRUCTURE AND FORMAT OF THE PROGRAMME

Mentoring activities at the University of Pardubice can be divided into three forms:

#### a) **Group activities**

The group activities of the mentoring programme are mainly professional seminars and lectures. These activities are focused on the development of the so-called soft skills of young researchers enabling their personal and professional development. Mentees participate in professional seminars and lectures voluntarily at the discretion or recommendation of their supervisor. By participating in group activities, the mentee also gets to meet with other colleagues, which allows them to share their experiences or discuss any questions with other mentees.

**b) Individual mentoring**

The primary goal of individual mentoring is to pass on knowledge or experience from any field that can help the mentee to direct and develop his/her professional career. The need for individual mentoring should always arise based on mentee's needs. The main goals of individual mentoring include the following areas:

- a) helping the mentee identify his/her career goals and setting a procedure to achieve them as quickly as possible to the best of his/her abilities,
- b) facilitating the integration of the novice worker into the university environment and career system,
- c) arranging important professional contacts, whether with scientific colleagues-peers or with senior colleagues,
- d) advice on harmonizing professional and personal life,
- e) sharing experience from scientific and pedagogical practice,
- f) the mentor can also pass on experience he/she gained during his/her professional career,

**c) Peer mentoring**

Peer mentoring is based on peers sharing experience with each other. This is a less formal form of mentoring, based on the support of mentees among themselves, usually/possibly in agreement with the mentor, supervisor or manager. It should still be a matter of a more experienced person sharing experience with a less experienced one (mentee), e.g. senior doctoral students helping junior doctoral students at the beginning of their studies, more experienced colleagues introducing new employees to the work team (research groups, departments, etc.), etc. In this mentoring relationship, the procedure is similar to that for individual mentoring. Activities can take place, such as recommendations of professional literature or foreign courses, practical advice and information regarding the organization of studies and requirements for doctoral students, consultation of work strategy, etc. This connection can also lead to the formation of various working groups.

### 3.4. RECOMMENDED TIME REQUIRED FOR THE PROGRAMME

The mentoring programme is usually prepared for one year, and its timeline usually follows the academic year.

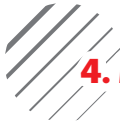
Based on knowledge of various domestic and foreign experiences, the University of Pardubice creates conditions for the minimum duration of a mentoring programme for couples, i.e. one year. With a successfully evaluated programme, it is possible to extend the programme for another year by agreement of both participants.

### 3.5. ADVANTAGES AND BENEFITS OF THE PROGRAMME

Through the mentoring programme and the mentor, the mentee will gain information, knowledge and skills on how to advance in his/her career, how to solve possible obstacles in achieving the planned goals, learn more about his/her own abilities to use his/her scientific and research potential. He/she will learn about possible supports, contacts and inspirations from the external environment for new perspectives on orientation in the chosen research topic or in other academic activities.

The benefits for the mentor can be seen in discovering more possibilities of his/her current professional work, e.g. in sharing his/her own knowledge and experience with younger wor-

kers. The programme can also help the mentor broaden his/her own view of the present and perspectives of his/her own scientific focus, self-reflection of his/her own ideas and work procedures, and develop new intergenerational communication methods. The reputation of a sought-after mentor can strengthen his/her positive perception by the academic community and colleagues and his/her scientific reputation.



## 4. MENTOR

### 4.1. ROLES AND FUNCTIONS OF THE MENTOR

Based on his/her own voluntary decision, it is usually an experienced worker who becomes a mentor, selflessly passing on his/her life experience to a less experienced researcher or doctoral student and takes care of him/her according to the mentee's goals and needs within agreed rules of mutual communication.

The mentor becomes a good example and inspiration for the practice of the profession, behaviour and actions in society and outside the professional community.

In the preparatory phase for the performance of the role of mentor, self-education in the following topics can be recommended:

- a) principles of adult education,
- b) conducting an interview in the framework of supervision and coaching,
- c) principles of assessment and evaluation in the provision of feedback,
- d) principles of professional development planning and creation of a mentoring plan.

An important role of the mentor is to encourage a sense of responsibility for the mentees' own professional and personal development. The form of this role can be very diverse, resulting from the specific situation, activity and personality traits of the mentor. In the performance of the role of mentor, the roles of counsellor, supporter, tutor and expert are intertwined.

### 4.2. AREAS OF POSSIBLE SUPPORT FROM THE MENTOR CAN BE SEEN IN, FOR EXAMPLE,

- a) providing feedback and constructive criticism,
- b) providing advice and recommendations on professional and, where appropriate, personal problems,
- c) selfless transmission of opinions, knowledge and experience,
- d) observation and monitoring of vocational training in at least standard quality, if requested by the mentee,
- e) helping mentees to become successfully acquainted with the professional community,
- f) building a relationship with the mentee according to mutual agreement and applicable rules.

### 4.3. BENEFITS OF MENTOR-MENTEE COOPERATION

- > an enriching sense of help and support provided to less experienced colleagues,
- > broadening the opinion and view of one's own field and activity in it,

- deepening one's own communication and organizational skills,
- stimuli for self-reflection in favour of personal and professional development,
- increasing one's own scientific reputation.

#### **4. 4. MENTOR AND SUPERVISOR**

The basic difference between the functions and roles of a mentor and a supervisor towards a mentee lies in the different goal of the relationship. The goals of the role and work of the supervisor are set in advance by the subject advisory board and aimed at successfully defending the dissertation. Mentoring relationship goals are determined by mentees according to their individual needs, which may not be directly related to their professional activities.

The relationship between the mentor and the mentee is independent (the mentee is neither a student nor a subordinate to the mentor). To increase the independence of the relationship, it is possible to assign a mentor from another workplace to the mentee.

This independence makes it possible to build a more open relationship in mentoring topics.



### **5. MENTEE**

#### **5. 1. ROLES AND FUNCTIONS OF THE MENTEE**

A mentee is a person who is mentored of his/her own free will and thus becomes a partner of the mentor.

An essential function of the role of mentee is the activity during the programme, which he/she develops in order to develop and fulfil his/her needs and goals within the development of professional as well as personal life. Based on clearly defined areas that he/she wants to develop within the programme, the mentee seeks suitable opportunities for his/her development, takes responsibility for it by contacting the mentor, is open to constructive criticism from the mentor, learns new things, presents relevant views/questions and reliably fulfils the agreed points of the mentoring programme.

#### **5. 2. HOW TO CHOOSE A MENTOR?**

Those interested in using an individual mentoring programme choose a potential mentor from a list of mentors published on the relevant mentoring programme website, or contact an expert who is not yet on the list, but who they believe could be a suitable mentor for them.

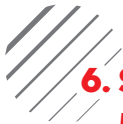
If there is a mutual consent to form a mentoring pair on the basis of a personal or correspondence or other form of negotiation, the applicant follows the instructions in Section 6 of this Guide.

### **5.3. WHAT THE MENTEE WILL LEARN AND WHAT HE/SHE WILL USE THE PROGRAMME FOR**

During mentoring, the mentee can gain, for example:

- a) individualized information, advice and suggestions from distinguished and experienced scientists/representatives of the field,
- b) practical information and experience about the time organization of studies, research work and personal life,
- c) useful feedback and an external constructively critical view of one's own research topic,
- d) information on the possibility of involvement in grant tasks and international projects in the field,
- e) commented access to professional networks and the community of scientists,
- f) social and professional support for the development of one's own scientific career, including the improvement of one's professional communication,
- g) information on the possibilities of obtaining a job position in national and international institutions,
- h) other important personal information and experience of the mentor,
- i) inspiration for their further behaviour and actions in the chosen field.

The exchange and sharing of mentoring experiences between individual mentees can also be an important inspiration, even in various fields.



## **6. SPECIFIC STEPS FOR THE USE OF THE MENTORING PROGRAMME AT THE UNIVERSITY OF PARDUBICE**

- a) Those interested in using the mentoring programme must register by filling out the form in the appropriate language version, which is published on the website of the mentoring university on the intranet ([www.upce.cz/](http://www.upce.cz/)).
- b) After a formal check of the form, the applicant will receive a confirmation of registration and a personal password to access the intranet of the mentoring programme.
- c) The programme will enable the applicant to insert their own profile to express the reasons for interest in using the mentoring programme, its goals and needs within the research topic and possibly other expectations and requirements within the rules of the mentoring programme. The profile may also include a resume and cover letter.
- d) The candidate's profile will be displayed to all mentors enrolled and registered in the mentoring programme. This will give all participants an overview of registered mentees and mentors, their research orientation and the institutions where they work, and can contact them and consult on the possibility of forming a mentoring pair. The intranet also functions as a discussion forum, strengthening mutual communication in various forms and orientations.
- e) Each year of new mentees can create Facebook groups, where coordinators of mentoring programmes and registered participants can provide information about relevant offers and events of national and other institutions. The actual start of the mentoring



- programme for mentees and mentors is the participation in an introductory get-to-know-you workshop. Based on discussions with other participants about their own plans, ideas, expectations and goals, mentees create their own mentoring plan.
- f) Based on the mentoring plan, the mentee addresses a potential mentor and tells him/her about his/her own motivations, goals and expectations and ideas on how to achieve them in mutual communication.
  - g) After the introductory workshop, the process of forming mentoring pairs is started. The mentee contacts the chosen mentor directly in person or with the help of the coordinator, who will help with the introductory meeting of the future pair. The purpose of the meeting is to acquaint each other with the expectations, goals, possibilities and limits of future cooperation. If a meeting is held to the mutual satisfaction, a Mentoring Agreement, the form of which is included in the annexes to this Guide, will be prepared for signature. After signing the agreement, the pair acts within the conditions contained therein.
  - h) Meetings between the mentor and the mentee take place for approximately ten months by mutual agreement, as needed and possible, with 4-6 meetings for a given period being recommended.
  - i) Completion of mentoring activities of individual pairs is connected with the final evaluation of the programme through a questionnaire (attached to this Guide), in which all participants inform what the programme has given them, how the planned goals and activities were met and can provide their own experience and recommendations for possible improvements to the mentoring programme.
  - j) The annual cycle ends with a joint final workshop, at which the participants of the mentoring programme share their experiences and evaluate the completed mentoring programme.



## 7. LIST OF COURSES

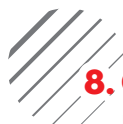
An important part of the mentoring programme is the list of courses for the development of professional and personal or social knowledge and skills (so-called soft skills). During the academic year, the University of Pardubice offers courses such as:

- > Presentation skills course,
- > Ethics of scientific work,
- > Issues of authorship and co-authorship of scientific publications and outcomes of scientific activities,
- > Academic writing course,
- > Project management,
- > Time management,
- > Scientific communication,
- > Scientific English,
- > General communication in Czech, accuracy and ethics of speech,
- > How to manage stressful situations in the profession,
- > We prevent symptoms of burnout, etc.

This offer can be expanded and modified according to the needs and requirements not only of the participants in the mentoring programme, but of the entire academic community, for whose members the courses are freely accessible and free of charge up to the capacity.

As a matter of the principle of academic freedom, participation in courses is not mandatory, unless otherwise stated.

The dates and names of the course lecturers are published on the website of the mentoring programme ([www.upce.cz/...](http://www.upce.cz/)).



## 8. CONTACTS AND HOW TO GET FURTHER INFORMATION

### 8.1. UNIVERSITY AND FACULTY COORDINATORS

### 8.2. WEBSITE OF THE MENTORING PROGRAMME OF THE UNIVERSITY OF PARDUBICE

### 8.3. RECOMMENDED RESOURCES AND LITERATURE

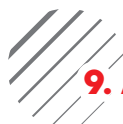
BRUMOVSKÁ, Tereza, Gabriela MÁLKOVÁ. *Mentoring: výchova k profesionálnímu dobrovolnictví*. Praha: Portál 2010

CIDLINSKÁ, Kateřina, Martina FUCIMANOVÁ. *Mentoring. Kariérní rozvoj začínajících vědkyň a vědců*. Praha: Sociologický ústav AV 2014

CHANDLER, Chris. *Mentoring and Women in Academia. Reevaluating and Traditional Model*. NWSA Journal, r. 8, 1996, č. 3, s. 79-100.

*Program Mentoring ČVUT v Praze*. <https://mentoring.cvut.cz/>

*Přír. fakulta UK Praha, Kariérní poradenství, Mentoring*. <https://www.natur.cuni/fakulta/absolventi/karierni-poradenstvi/mentoring-nabidka-pro-studenty>



## 9. ANNEXES

- > Registration Form for the Mentoring Programme (mentees)
- > Mentor-Mentee Agreement Form (including purpose and possible dates of the meeting)
- > Monitoring Evaluation Questionnaires (bude vytvořen společně s nově jmenovaným koordinátorem mentoringu)
- > Final Evaluation Form (bude vytvořen společně s nově jmenovaným koordinátorem)

mentoringu)

- Ethical Rules of Mentoring (jako součást dohody mezi mentorem a menteeem nebo jako samostatný dokument (odkazy na již existující dokumenty na univerzitě – Pracovní řád Etický kodex apod.)
- Experience from Good Mentoring Practice (může být časem doplňováno vlastními zkušenostmi)



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