



THE UNIVERSITY OF PARDUBICE **MENTORING PROGRAMME**

**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

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Prepared by: Working Group KA03



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1. MENTORING

Mentoring is a way of leading employees and a method of learning and professional development of young and novice domestic and foreign academic and research staff, including postdoctoral staff and doctoral students (hereinafter „young researchers“), through support and assistance provided by experienced colleagues.

Mentoring is a voluntary activity that creates a trustworthy environment for the transfer of information between an experienced worker (hereinafter „mentor“) and a less experienced and novice worker or student of a doctoral study programme (hereinafter „mentee“). It is an ideal method for the professional development of young researchers based on the example and experience of the mentor.

We can distinguish these forms of mentoring:

- > Group activities,
- > Individual mentoring,
- > Peer mentoring.



2. GROUP ACTIVITIES

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 growth. Examples of planned seminars include:

- > 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.

Mentees participate in professional seminars and lectures voluntarily at their own discretion or on the recommendation of their superior, supervisor or mentor. 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.



3. INDIVIDUAL MENTORING

The primary goal of individual mentoring is to transfer 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.

It is about one person helping another by demonstrating knowledge, work habits or ways of thinking. A mentor is someone who, individually and often informally, spends his/her time with a mentee to help him/her gain experience and improve his/her qualifications. An ideal mentor is a person who has sufficient knowledge, experience and influence.

3.1. OBJECTIVES OF INDIVIDUAL MENTORING AT THE UNIVERSITY OF PARDUBICE

The principal objectives of individual mentoring include:

- 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,
- facilitating the integration of the novice worker into the university environment and career system,
- sharing experience from scientific and pedagogical practice,
- arranging important professional contacts, whether with scientific colleagues-peers or with senior colleagues,
- helping to acquire the knowledge and skills needed to do new work,
- advice on managing administrative, professional or interpersonal issues that the mentee may encounter, especially in the early stages of his/her career,
- support for the harmonization of professional and personal life,
- the mentor can also pass on experience he/she gained during his/her professional career.

The aim of the programme is to create a collaborative relationship in which the mentee has a unique chance to observe and take over experience, contacts, get clear ideas on how to manage a variety of professional and life situations, how to direct their further development and learning. The mentor, on the other hand, is enriched by the ideas and observations of a colleague who comes from another environment and is not burdened by certain stereotypes.

Organization of individual mentoring at the University of Pardubice:

The mentoring programme is usually prepared for one year, and its timeline usually follows the academic year. The basic principle of mentoring is voluntariness. At the beginning of the mentoring cycle, voluntary applications from mentors and mentees are received.

3.2. PROCEDURE

- 1) Applications for the programme are submitted by mentors and potential mentees, stating in particular the reason for their enrolment in the programme, the stage of study/career and their expectations.
- 2) Registered applicants attend an introductory joint workshop, at which they are acquainted with the mentoring programme of the University, its conditions, expectations and the formation of mentoring pairs.

- 3) Following the formation of mentoring pairs (either through a workshop and with the help/assistance of mentoring coordinators, or by prior agreement between the mentor and the mentee), both parties will enter into a written „Mentoring Agreement“.
- 4) 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.
- 5) The annual cycle ends with a joint final workshop, at which the participants of the mentoring programme share their experience and evaluate the completed mentoring programme.

3.3. ROLE OF THE MENTOR

Based on his/her experience and sharing it with mentees, the mentor supports mentees in the development of their careers. Through her person and actions, the mentor is a role model in both the professional and personal development of the mentee. The mentor can also be selected from the environment.

3.4. ROLE OF THE MENTEE

The role of the mentee is based on his/her own work approach to the programme and interest in his/her own professional and personal development. The degree of intensity of meetings and communication between the mentor and the mentee depends on the needs of the mentee. At the beginning of the programme, the mentee identifies the areas he/she wants to pursue with the mentor. The effectiveness of the programme is based on mutual sharing of experiences, providing constructive feedback and leading open discussions enriching both parties.

3.5. RELATIONSHIP BETWEEN THE MENTOR AND THE MENTEE

It is an equal, collegial relationship based on mutual trust and respect, with clearly defined rules of cooperation.

3.6. THE DIFFERENCE BETWEEN A MENTOR AND A SUPERVISOR

In the case of mentoring of doctoral students, the activities of the mentor do not limit or affect the duties and rights of the supervisor. The mentor cannot replace the activities of the supervisor. Neither the mentor nor the trainer interferes with the defined competencies, however, their cooperation leading to the development of the mentee is not excluded. The main goal of the professional supervisor is to guide his/her student to the defence of the dissertation. The relationship between the mentor and the mentee is purely voluntary and the mentee determines its content and scope according to his/her development needs. 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.

3.7. TOPICS OF MENTORING INTERVIEWS CAN INCLUDE

- What a normal working day looks like (quality and efficiency of time management).
- How to develop one's career, qualifications and further education at the University (or

- a faculty, workplace).
- What are the possibilities of financing science in the Czech Republic. How and where to apply for financial support.
 - How to get an internship abroad.
 - Personal experience in communication with foreign institutions and colleagues.
 - What are the career opportunities in the scientific environment of the Czech Republic.
 - When to start thinking about habilitation, how to start this process and what to prepare for.
 - Other vocational training opportunities – what mentors consider most important for the development of a scientific career.
 - What are the differences in the possibilities of a professional career of a scientist at a university and at another, purely scientific workplace (e.g. at the Academy of Sciences of the Czech Republic).
 - How to harmonize professional and personal life.



4. 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.

The agreed activities within the peer mentoring have a predetermined time horizon and after its expiration the participants will evaluate them.



5. FINAL PROVISIONS

The mentoring system comes into force on the date of issue.

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In Pardubice, 21 June 2021.

prof. Ing. Jiří Málek, DrSc
Rector



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MENTOR