



# **METHODOLOGICAL GUIDE**

**to the Mentoring  
Programme**



**UNIVERZITA  
PARDUBICE**

# Methodological Guide to the Mentoring Programme for Doctoral Students, Postdoctoral Fellows and Early Career Academic and Research Fellows at the University of Pardubice



## Article 1 Introductory Provisions

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**01** The following text of the Methodological Guide to the Mentoring Programme for Doctoral Students, Postdoctoral Fellows and Early Career Academic and Research Fellows at the University of Pardubice („Methodological Guide”) offers useful information and advice to early career academic and research staff, how to apply for the programme, the framework and structures within which the programme operates, and how to use it to clarify and improve one’s own professional career and academic performance at the University of Pardubice („UPCE”) and beyond. At the same time, the Methodological Guide is also intended for academic and research staff who take on the role and function of a mentor.

**02** The generalising masculine, i.e., the masculine name of a person, is used in this method manual as neutral in terms of contemporary context, emotional perception, biological and social gender.

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## Article 2 What is Mentoring

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**01** It is a staff mentoring and a method of learning and professional development for early career domestic and international academic and research staff, including post-doctoral fellows and doctoral students („early career academic and research staff“), through support and assistance provided by experienced colleagues.

**02** Mentoring is a form of time-limited partnership during which dialogue is conducted with mutual reflection, respect and learning on both sides. It is based on the voluntariness of both parties. The most common forms of mentoring are group activities, one-on-one mentoring and peer mentoring.

**03** The UPCE develops mentoring („mentoring programme“ or „programme“) being aware not only of its own possibilities of support and development in the field of education and training of early career academic and research staff, but also of its responsibility for creating conditions for improving the quality of professional and personal life of the individual.



02

## Article 3

### Objectives of the Programme

The primary objective of the mentoring programme at UPCE is to transfer the experience and knowledge of mentors to early career academics and researchers. In order to achieve this goal, the programme aims to:

a) create a dignified environment and appropriate conditions for improving the performance of mentors and mentees within UPCE and its units,

b) respect the specific focus, forms and needs of mentoring programmes of individual faculties within the framework of the applicable rules of the mentoring programme,

c) respect the individual goals and needs of the mentees in the mentoring programme,

d) through its focus and professional impact, enable the further development of the internationalisation of UPCE,

e) develop standard and innovative areas of the mentoring programme, e.g. linking the professional, academic and personal interests of mentors and mentees, enhancing the professional self-confidence of students and UPCE staff through successful career moves and research advances,

f) open the offer of participation in seminars and courses of the mentoring programme to all interested parties.



## Article 4

### Target Groups of the Programme

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The target groups of the programme are:

- a) mentors from among UPCE staff,
- b) mentors from outside UPCE, chosen by the mentees themselves,
- c) mentees from among Czech students, early career academics and researchers and professional interns,
- d) mentees from among international students and early career academics, researchers and professional interns.

# Article 5

## Forms of the Programme

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Mentoring activities at UPCE can be divided into three forms.

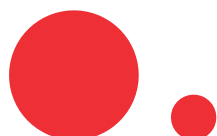
### 5.1 One-on-one mentoring

**01** The primary objective of one-on-one mentoring (sometimes also referred to as one-to-one mentoring) is to impart knowledge or experience in any area that can help the mentee in the direction and development of his or her professional career. The need for one-on-one mentoring should always arise from the needs of the mentee.

**02** The main objectives of one-on-one mentoring include:

✓	assisting the mentee in identifying his/her career goals and setting up a process to achieve them in the best and quickest way,
✓	introducing the early career staff member to the University's environment and career system,
✓	advice on dealing with administrative, professional or interpersonal problems that the mentee may encounter, especially in the early stages of their career,
✓	facilitating important professional contacts, either with scientific peers or with more experienced colleagues,
✓	advice on how to harmonise professional and personal life,
✓	transfer of experience from scientific and pedagogical practice,

**03** The aim of the programme is to create a collaborative relationship in which the mentee has a unique opportunity to observe and take on experience, make contacts, and gain clear ideas about how to manage a range of professional and life situations, and how to direct their further development and learning. The mentor is in turn enriched by the ideas and insights of a colleague who comes from a different background and is not burdened by certain stereotypes.



## 5.2 Peer mentoring

**01** Peer mentoring is based on the transfer of experience between peers. It is a less formal form of mentoring that is based on peer support between mentees, usually/possibly in agreement with a mentor, supervisor or senior staff member.

**02** There should still be a transfer of experience between a more experienced and a less experienced person, e.g. assistance from upper year doctoral students (hereafter referred to as „DSP student“) to incoming DSP students at the beginning of their studies, introduction of incoming staff to the work team (research group, department, etc.) by more experienced colleagues, etc.

**03** This form of mentoring is similar to one-on-one mentoring. Activities such as recommendations of literature or foreign courses, practical advice and information on the organisation of studies and requirements for DSP students, consultation of work strategies, etc. may take place. This connection can also lead to the formation of various working groups and online communities.

## 5.3 Group activities

**01** The group activities of the mentoring programme are mainly professional seminars and lectures. These activities are mainly aimed at developing the soft skills of early career academics and researchers, enabling their personal and professional development.

**02** Mentees attend professional seminars and lectures voluntarily at their own discretion or on the recommendation of a supervisor, colleague or mentor. Participation in group activities also offers the mentee an opportunity to meet other colleagues, allowing them to share their experiences or discuss any issues with other mentees.

general communication in the Czech language, correctness and ethics of speech, etc.

ethics of scientific work,

ethics of scientific work,

scientific career strategies,

issues of authorship and co-authorship of scientific publications and results of scientific activity,

avoiding burnout symptoms,

managing stressful situations in the profession,

03

Examples of seminars:

academic writing course,

presentation skills course,

project management,

seminar on how to publish and Open Access,

time management,

scientific English language,

scientific communication,

gender and science,

07



This offer can be expanded and modified according to the needs and requirements of the mentoring programme participants.

**04** The dates and names of lecturers of seminars and courses are published and updated on the website [www.upce.cz/mentoring](http://www.upce.cz/mentoring) in the section Educational Events for the current academic year.

## Article 6 Mentee

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### 6.1 Who is the mentee and their role

**01** A mentee is a person who is being mentored of his or her own free will. A mentee is a person with less experience in the field/area in which he/she wishes to be mentored. The mentee wishes to develop and be professionally guided by the mentor (a form of one-on-one and peer mentoring). This does not necessarily mean that the mentee is younger than the mentor, in some cases the mentor may be a junior specialist in the field/area in which the mentee wishes to develop.

**02** The essential role of the mentee is the activity during the duration of the mentoring programme, which he/she develops in order to develop and fulfil his/her needs and goals in the context of professional and personal development. The mentee seeks out appropriate opportunities for his/her development based on clearly identified areas that he/she wishes to develop within the programme.

## 6.2 How to choose a mentor

**01** Those interested in using one-on-one mentoring can choose a suitable mentor from the list of mentors published on the website [www.upce.cz/mentoring](http://www.upce.cz/mentoring) in the Mentors section, or they can approach an expert who is not yet on the list but who they believe could be a suitable mentor for them. If, following a verbal or written meeting, there is mutual agreement to form a mentoring pair, the applicant shall proceed in accordance with Article 9 of this Methodological Guide.

**02** The relationship between the mentee and the mentor is independent (the mentee is neither a student nor a subordinate of the mentor, their relationship is equal). To increase the independence of the relationship, it is possible to choose a mentor from another UPCE unit or another institution. This independence allows building a more open mutual relationship in mentoring topics.

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

**04** A mentee may have multiple mentors and may change mentor(s) during the mentoring programme.



## 6.3 Benefits of the mentoring programme for the mentee

During the mentoring programme, the mentee can get, for example:

personalised information, advice and suggestions from eminent and experienced scientists and leaders in the field,

practical information and experience on the time management of studies, research work and personal life,

useful feedback and an external constructive critical perspective on their own research topic,

information on the possibility of participating in grant programmes and international projects in the field,

annotated access to professional networks and a community of researchers,

social and professional support to develop their own scientific career, including improving their professional communication,

information on job opportunities in domestic and foreign institutions,

other relevant personal information and experience of the mentor,

inspiration for further direction of their professional and career development in their chosen field.

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

### 7.1 Who is a mentor and their role

**01** A mentor is usually an experienced academic or researcher who, on the basis of his/her own voluntary decision, transfers his/her professional experience to the mentee and cares for him/her according to the goals and needs of the mentee within the agreed rules of mutual communication, for more information see Article 8 and Annex 2 of this Methodological Guide.

**02** The mentor supports the mentee's career development by drawing on his/her experience and sharing it with the mentee. Through his/her person and behaviour, the mentor is a role model in both the professional and personal development of the mentee and becomes a good example and inspiration for professional performance, behaviour and conduct in society and outside the professional community. The mentor does not always have to be older than the mentee in age, and in some cases the mentor may be younger than the mentee.


**03** The mentor may also be chosen from outside the UPCE.

**04** A mentor may have multiple mentees.

**05** In preparation for mentoring, self-education in the following topics may be recommended:

- principles of adult education,
- conducting a conversation in supervision and coaching,
- principles of assessment and evaluation in the context of providing feedback,
- the principles of professional development planning and the development of a mentoring plan.

**06** An important role of the mentor is to encourage a sense of responsibility for the mentee's own professional and personal development. The form of this role can be very varied, and can be based on the specific situation, activities and personal characteristics of the mentor. The roles of counsellor, supporter, tutor and expert are intertwined in the performance of the mentoring function.



## 7.2 The difference between a mentor and a supervisor

**01** The basic difference between the function and role of the mentor and the supervisor in relation to the mentee lies in the different goal of the relationship.

**02** The objectives of the role and work of the supervisor are predetermined by the subject advisory board and the main goal of the supervisor is to lead his/her student to the dissertation defence.

**03** Goals within the mentoring relationship are determined by the mentees according to their individual needs, which may not be directly related only to their professional activities.

**04** In the case of mentoring of DSP students, the mentor's activities do not limit or affect the duties and rights of the supervisor. The mentor cannot replace the activities of the supervisor. The mentor and the supervisor do not interfere with each other's defined competences, however, their cooperation towards the development of the mentee is not excluded.

## 7.3 Signing up for the mentoring programme

The mentor can apply for the mentoring programme together with the mentee or alone. All they need to do is contact the mentoring programme coordinator.



## 7.4 Areas of possible support for mentees

Areas in which the mentor can support the mentee include:

- providing feedback and constructive criticism,
- providing advice and recommendations on professional and, where appropriate, personal problems,
- impartially sharing their views, knowledge and experience,
- hospitality and monitoring of preparation for professional performance of at least standard quality, if requested by the mentee,
- helping to facilitate familiarisation with the professional community,
- building a relationship with the mentee according to mutual agreement and the applicable rules.

## 7.5 Mentoring conversation topics

Topics of conversations at the mentoring pairs meeting can be, for example:

- what a typical working day looks like (quality and efficiency of time management),
- how to develop their career, qualifications and further training at UPCE (or a specific faculty, department or other organisation),
- what are the possibilities of funding science in the Czech Republic, how and where to apply for financial support,
- how to get an internship abroad,
- personal experience with 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 the process and what to prepare for,
- other professional training opportunities - what mentors consider most important for the development of a scientific career,
- what are the differences in career opportunities for scientists at a university and at another, purely scientific institution (e.g. the Czech Academy of Sciences),
- how to harmonise professional and personal life,
- support and opportunities for didactic consultation in preparation teaching.

## 7.6 Benefits of mentor-mentee cooperation

The benefits for the mentor can be seen in the awareness of other possibilities of his/her professional activity, e.g. in transferring his/her own knowledge and experience to the aspiring academic and research staff. It can help them to deepen their own communication and organisational skills. The programme can also help the mentor to broaden his/her own view of the present and perspectives of his/her own discipline, to self-reflect on his/her own ideas and working practices, and to develop new intergenerational communication practices. The mentor also has the opportunity to gain insight into another discipline, workplace, faculty, institution through the programme. A reputation as a sought-after mentor can enhance positive perceptions of the mentor by the academic community and peers and enhance the scholar's reputation.

## Article 8 Mentoring Programme Coordinator

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- 01** The Mentoring Programme Coordinator is an employee of the HR Award Office.
- 02** The mentoring programme at UPCE falls under the responsibility of the Vice-Rector for Science and Research.
- 03** The mentoring programme coordinator organises the mentoring programme's one-year framework (introductory and final workshops, educational events /group activities/) and provides all publicity in both Czech and English. He/she solves questions and communicates with the mentees and mentors during the implementation of each year of the programme and provides further assistance to the participants of the mentoring programme upon request. He/she ensures the evaluation of the mentoring programme's one-year framework and follows up on the indicators of the mentoring programme at UPCE, as outlined in the UPCE Action Plan.



## Article 9

### Organisation and Rules of the UPCE Mentoring Programme

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#### 9.1 Time requirements

**01** The timetable of the mentoring programme is regularly prepared for one year and its timeline usually follows the academic year at UPCE. In some cases, the one-year framework may be shortened, for example for mentees and mentors from abroad coming for a shorter period of time.

**02** If the mentee fails to meet his/her mentoring programme objectives in a given year (one-year framework), he/she may continue in the following year.





## 9.2 Organisation of a UPCE mentoring programme's one-year framework

**01** Before the start of the mentoring cycle, the coordinator of the mentoring programme publishes information in the news on the websites [www.upce.cz/mentoring](http://www.upce.cz/mentoring) and [www.upce.cz/en/mentoring](http://www.upce.cz/en/mentoring) and on the UPCE intranet that a new year of the programme is ready with the date of the introductory workshop. In parallel, the relevant potential groups of candidates for the programme will be approached via email correspondence.

**02** Applicants may apply for the relevant year of the mentoring programme by completing an online application form, which is published on the websites [www.upce.cz/mentoring](http://www.upce.cz/mentoring) and [www.upce.cz/en/mentoring](http://www.upce.cz/en/mentoring). Once the form has been formally

**03** The introductory joint workshop is considered the official start of the mentoring year. At the introductory workshop, the registered mentors will specify the formulation of their goal(s) and the mentoring plan.

**04** Mentees will also choose what form, if any, of mentoring programme they wish to undertake, whether one-on-one, peer, or group mentoring, or a combination thereof.

**05** Throughout the year, mentees and mentors may contact the coordinator with any questions about the mentoring programme.

**06** In the final phase of the mentoring programme, the mentees and mentors will meet with the coordinator, with whom they will evaluate the course of the year in the form of an informal interview.

**07** The formal end of the programme year is the final workshop where the coordinator, together with the mentees and mentors, will conduct an overall evaluation based on the assessment of the information from the informal conversations.

**08** In case the mentees are interested in signing up for the next year of the mentoring programme, they can do so before the start of the programme (e.g. in case the mentees are interested in continuing with one-on-one mentoring, or the mentee did not manage to complete his/her mentoring plan in the given year of the programme, or to attend courses and seminars, or if he/she did not cooperate with the mentor and used only group activities, peer mentoring).

## 9.3 Organisation of a UPCE one-on-one mentoring programme's one-year framework

**01** Following the announcement of the relevant one-year framework of the mentoring programme, potential mentees shall apply via an electronic application form available on the websites [www.upce.cz/mentoring](http://www.upce.cz/mentoring) and [www.upce.cz/en/mentoring](http://www.upce.cz/en/mentoring).

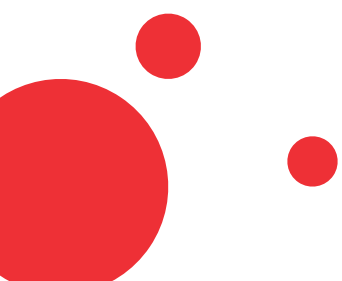
**02** One-on-one mentoring begins with the mentee choosing a mentor and then forming a mentoring pair based on a mutual agreement between the mentee and mentor. This process usually happens before the introductory workshop.

**03** If an enrolled mentee has not chosen a mentor prior to the introductory workshop, the mentee will choose his/her mentor at the introductory workshop and with the help/assistance of the mentoring programme coordinator.

**04** The mutual agreement between the mentee and the mentor may be oral or written (recommended form). A written agreement template can be found in Annex 1 of this methodological manual. The template can be modified as necessary.

**05** A voluntary and equal collegial relationship is established between the mentee and the mentor, based on mutual trust and respect with clearly defined rules of cooperation and ethics. The wording of the rules of cooperation and ethical rules of the mentoring programme for mentees and mentors are included in the agreement template provided in Annex 1 and are listed separately in Annex 2 of this Methodological Guide.

**06** Within the one-year framework of one-on-one mentoring, meetings between mentor and mentee take place as needed and possible for both parties (4-6 meetings are optimal).



**07** If, during the course of the mentoring programme, the mentee or mentor decides that he/she no longer wishes to participate in one-on-one mentoring, or if the mentee chooses another mentor, he/she shall promptly notify the mentor and the mentoring programme coordinator.

**08** At the final stage of the one-year framework of one-on-one mentoring, the mentoring pairs will meet with the coordinator, to evaluate the course of the one-on-one mentoring in the form of an informal interview.

**09** The formal end of the one-year framework of one-on-one mentoring is a final workshop where all participants meet, and the coordinator conducts an overall evaluation. The mentees and mentors have the opportunity to share information with each other and discuss together what the one-on-one mentoring has given them, how the planned goals and activities have been met, they can also provide their own experiences and recommendations for possible improvements to the mentoring programme.



## Article 10

### Contacts and Access to Further Information

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#### 10.1 Coordinators

**01** Mentoring programme coordinator - introductory and final workshops, one-on-one mentoring, interviews with mentees and mentors, evaluation of mentoring programme one-year frameworks, monitoring of indicators:

**Ing. Jana Křemenáková**

email: [jana.kremenakova@upce.cz](mailto:jana.kremenakova@upce.cz), tel 466 036 133, 720 823 836

## 10.2 UPCE mentoring programme website

(1) Czech version: <https://www.upce.cz/mentoring>

Site Map: Úvodní strana (Domů) -> Vědecká sekce -> Mentoring

(2) English version: <https://www.upce.cz/en/mentoring>

Site Map: Home -> Research -> Human Resources Strategy for Researchers (HRS4R)

## 10.3 UPCE Intranet

(1) Czech version: <https://zamestnanci.upce.cz/zamestnanci/mentoring>

Site Map: Intranet -> Provozní informace -> Pokyny a návody -> Oddělení lidských zdrojů -> Mentoring

(2) English version: <https://zamestnanci.upce.cz/en/zamestnanci/guides-and-manuals>

Site Map: Employee Intranet -> Operational Information -> Guides and Manuals ->

## 10.4 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/>

Přírodovědná fakulta UK Praha, Kariérní poradenství, Mentoring.

<https://www.natur.cuni.cz/fakulta/absolventi/karierni-poradenstvi/mentoring-nabidka-prostudenty>