

**EMPLOYEE TRAINING PLAN**

**for**

**HRS4R / HR AWARD, Gender Equality  
and Social Safety**

**2023+**

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## INTRODUCTION

This plan has been developed in response to the goals set by the University in its strategic documents related to the implementation of the HRS4R / HR AWARD process and the University's current needs.

Specifically, these are the following documents:

- [Implementation Plan for the BUT Strategic Intent](#) – Priority Objective 1, Operational Objectives A, D;
- Revised HR Award Action Plan for the period
- [BUT Gender Equality Plan](#)

In relation to the above documents, this plan proposes a partial solution of the BUT employee training system focused on individual groups of employees according to their needs, the needs of the University and current trends.

### 1. TRENDS IN UNIVERSITY EMPLOYEE TRAINING

There are many demands placed on universities. Some are formulated on a transnational level and then incorporated into national policies, others are based on a country's specific situation in higher education. In the last decade, Czech universities have been facing demands related mainly to the evaluation of their quality and involvement in international projects.

#### 1.1 Career development of researchers and academics

The HR Award or Human Resources in Research Award is an award given by the European Commission to research organisations for quality in the management of human resources, especially researchers, i.e. the research, scientific and development staff at the BUT. As the concept of a researcher and academic employee differs considerably between European countries, Czech universities have decided to apply this quality to the whole area of human resources in the organisation, and the BUT did the same. Therefore, an academic is viewed as a researcher in terms of the requirements of the European Union.

The BUT received the HR Award in February 2021. From this point on, it is obliged to meet the objectives set out in the HR Award Action Plan, developed in accordance with the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. In essence, the University integrates the principles of the Human Resources Strategy for Researchers (HRS4R) into

its legislation, organisational culture and processes.

The European Charter also focuses on training. It calls for the continuous development of the skills and competences of researchers at all levels of the profession, the creation of a strategy for the career development of these researchers, regardless of their contractual relationship with the employer, including guidance for their personal and professional development.

## 1.2 Gender Equality (GEP)

The demand for gender equality in research organisations goes hand in hand with the requirements of the Horizon Europe project programme. This requires all organisations wishing to participate in the programme to have a Gender Equality Plan. The Gender Equality Plan is a set of objectives, activities and measures through which the organisation systematically ensures that enough attention is paid to the topic of equal opportunities in the institution.

The BUT developed its GEP on the basis of a gender audit. It was published in February 2022 on the University's website. Staff training is also an essential part of the implementation of this plan. Objectives related to this area include, for example, the creation of a mentoring programme for doctoral students, employee training on gender issues, and the creation of a concept for staff development with equal opportunities in mind.

## 2. TRAINING OF INDIVIDUAL GROUPS OF BUT EMPLOYEES

BUT employs more than 3 600 workers (academic, research and development, technical/office and blue-collar staff). This section focuses on the development of particular groups of University staff, namely in the fields of HRS4R/HR Award, Gender Equality and Social Security.

The proposed training is further structured considering the training requirements of the HR Award as follows:

- doctoral students (R1);
- postdocs (R2);
- academic staff (R2, R3, R4);
- research staff (R2, R3, R4);
- foreign employees;
- technical/office staff;
- managerial staff.

The training in proposed areas and topics will be conducted in the form of in-person courses; if required, some topics will be dealt with online. In required by the epidemiological situation, they will

also be conducted online. Participation in training should be voluntary, but it will be encouraged with a view to improving the competences of individual groups of employees.

Training in each area will be offered and implemented twice a year. The scope of individual training events will always be individual according to the topic offered (at least 2 hours/ day, at most 7 hours/day). The number of course participants is not defined with regard to the topics, it will be decided to match the current needs.

## 2.1 Academic staff

For the purposes of the HRS4R process, an academic is considered a researcher in the Czech Republic and is therefore also subject to the HR Award requirements for researcher training.

### Recommended areas of training for academic staff:

Designation	Name of training event
AS1	Knowledge and technology transfer
AS2	Prevention of socially undesirable phenomena in education
AS3	Ethics in the workplace and ensuring social safety
AS4	Project life cycle and grant support
AS5	Gender dimension in the content of research and development
AS6	Diversity and equal opportunities at the University
AS7	Gender-neutral and gender-sensitive communication
AS8	HRS4R Principles

## 2.2 Technical/ office staff

This specific group of employees mainly makes up the administrative background of the University. They are specialised workers and their career progression opportunities are rather limited. Despite this, they are in many ways a key component of the organisation's functioning, as they are most represented in the Rectorate. Given this and other reasons, considerable attention should be paid to these workers.

### **Recommended areas of training for technical/ office staff:**

<b>Designation</b>	<b>Name of training event</b>
TOS1	Project life cycle and grant support
TOS2	Ethics in the workplace and ensuring social safety
TOS3	Gender-neutral and gender-sensitive communication

### **2.3 Supervisors and leaders (managerial staff)**

Managers are a key group of employees for the functioning of any organisation. A manager is a leader, i.e. a person who should be a role model for all his or her subordinates. Such leader should positively reinforce and develop interpersonal relationships and workplace culture. He or she should be able to work with all groups of subordinates and be aware of their specific characteristics. He or she should also be an expert in human resource management.

### **Recommended areas of training for managerial staff:**

<b>Designation</b>	<b>Name of training event</b>
MS1	Ethics in the workplace and ensuring social safety
MS2	Gender-neutral and gender-sensitive communication
MS3	Knowledge and technology transfer
MS4	Project life cycle and grant support
MS5	Diversity and equal opportunities at the University

### **2.4 Scientific, research and development staff**

Scientific, research and development staff, mostly working at the CEITEC research centre, form an important group of employees. They are fundamentally perceived as highly specialised professionals who are extremely difficult to bring together through any form of training.

**Recommended training areas for scientific, research and development staff:**

<b>Designation</b>	<b>Name of training event</b>
SRD1	Knowledge and technology transfer
SRD2	Ethics in the workplace and ensuring social safety
SRD3	Project life cycle and grant support
SRD4	Gender dimension in the content of research and development
SRD5	Diversity and equal opportunities at the University
SRD6	Gender-neutral and gender-sensitive communication
SRD7	HRS4R Principles

**2.5 Postdocs and early-career researchers (Ph.D.)**

Early-career researchers (those studying doctoral programmes) and postdocs are a group of potential and early-career employees. In its strategic plan for higher education, the Ministry of Education calls for support for doctoral students, which “will make Czech higher education a more attractive destination for those interested in scientific careers, even in international competition”.

**Recommended areas of training for postdocs and early-career researchers (PhD):**

<b>Designation</b>	<b>Name of training event</b>
AS1	Knowledge and technology transfer
AS2	Prevention of socially undesirable phenomena in education
AS3	Ethics in the workplace and ensuring social safety
AS4	Project life cycle and grant support
AS5	Gender dimension in the content of research and development
AS6	Diversity and equal opportunities at the University
AS7	Gender-neutral and gender-sensitive communication
AS8	HRS4R Principles

## 2.6 Foreign staff

One of the BUT's priorities is to support the internationalisation of the University. On the one hand, it is related to the competitiveness and attractiveness of the University for foreign employees and, on the other hand, to the adaptation and training of employees from abroad with emphasis on the culture of the environment at the BUT and in the Czech Republic, compliance with ethical standards or the principles of project opportunities in the Czech Republic. On the University's part, it is about providing training in the above areas that is in line with the HRS4R principles, regardless of the group concerned (AS, RS, TOS).

### Recommended areas of training for foreign employees:

Designation	Name of training event
FS1	HRS4R principles
FS2	Social safety and university culture at BUT

## 3. COURSE SPECIFICATIONS

### 3.1 Academic staff

<b>AS1</b>	<b>Knowledge and technology transfer</b>
<u>Annotation:</u> Introduction into legislation in the field of intellectual property protection and copyright issues. Possible forms of commercialisation, such as licensing or transfer of knowledge, establishing cooperation on further development of knowledge or establishing a new company (spin-off company) to apply certain knowledge, or Start Up. Examples of best practice Professional support and services towards F/ UI/ U and originators with specific cases of commercialisation of results, analysis of the potential for practical application, IP protection strategies. Forms and possibilities of cooperation with the application sector. Contractual research.	
<u>Educator:</u> internal authorised Representative of the Knowledge Transfer Department (Rectorate)/ external	
<b>AS2</b>	<b>Prevention of socially undesirable phenomena in education</b>
<u>Annotation:</u> Forms of harassment among students, from teachers towards students and vice versa. A safe, fair and respectful environment for teaching and learning without discrimination. Defining the topic of sexual harassment, as well as any other unethical, disrespectful and disruptive forms of behaviour and practices. Internal and external support and assistance. Mechanisms in place.	



<u>Educator:</u> internal/ external (e.g. Konsent)	
<b>AS3</b>	<b>Ethics in the workplace and ensuring social safety</b>
<u>Annotation:</u> A safe and fair working environment without discrimination. A university culture based on respectful behaviour and conduct. Defining the topic of sexual harassment, as well as any other unethical, disrespectful and disruptive forms of behaviour and practices. Introduction of internal and external support. Labour-law insights. BUT Code of Conduct.	
<u>Educator:</u> internal/ external (e.g. Konsent, Gender Studies, NKC Gender & Science, Mobbing Free Institute)	
<b>AS4</b>	<b>Project life cycle and grant support</b>
<u>Annotation:</u> A project in a nutshell. Project structure. Gender / ethics / standards. Preparation (conception, planning) – progress (implementation) – completion (sustainability) of a project. Preparing a project application. Opportunities and obstacles in a selected project. Team composition. Labour-law aspects of a project. Funding conditions and eligibility of costs. Internal (e.g., PSSM) national/international (e.g., CDP, OP JAK, OP TAC, Horizon, TACR, GA CR). Methodological and professional support at the BUT.	
<u>Educator:</u> internal authorised Representative of the Project Support Department (Rectorate)/ external	
<b>AS5</b>	<b>Gender dimension in the content of research and development</b>
<u>Annotation:</u> How to integrate sex and gender perspectives into research practice in light of current project requirements. The gender dimension in the content of research, development and innovation is the integration of knowledge on the impact of sex (biological factors) and gender (socio-cultural factors) into research practice in order to generate comprehensive and excellent knowledge, relevant technologies and responsible innovations for new markets and a better quality of life for the society as a whole. The gender dimension enters into the content of research and innovation wherever people are the subject of research; where people may be affected by research and innovation; or where research outputs and technological solutions will be used by people. The aim is to take the gender dimension into account in research work and project proposals.	
<u>Educator:</u> internal/ external (e.g. NKC Gender & Science)	
<b>AS6</b>	<b>Diversity and equal opportunities at the University</b>
<u>Annotation:</u> Reconciling family/personal and professional life. Principles of gender-sensitive education. Accepting the social importance of gender equality and equal opportunities. Raising awareness and creating a positive attitude towards gender issues and motivation to apply	

<p>knowledge of these issues in practice. Harnessing the potential of group diversity.</p> <ul style="list-style-type: none"> <li>• Gender discrimination, stereotypes, contract</li> <li>• Own limiting agendas and beliefs on gender</li> <li>• Gender in education (communication, materials)</li> </ul>	
<p><u>Educator:</u> external</p>	
<b>AS7</b>	<b>Gender-neutral and gender-sensitive communication</b>
<p><u>Annotation:</u> A guide on how to make communication inside and outside the BUT polite and welcoming to both women and men. Use of gender-neutral language in written and oral communication. Language largely reflects and influences attitudes, behaviour and perceptions of reality. Using gender-balanced and inclusive language helps to counter stereotypes, demonstrates changes in social attitudes and contributes to achieving gender equality. Support for F/ UI/ U in taking due account of gender sensitivity in language whenever texts are written, translated, presented, etc. Support materials at the BUT.</p>	
<p><u>Educator:</u> internal/ external (e.g. NKC Gender &amp; Science, Gender Studies)</p>	
<b>AS8</b>	<b>HRS4R Principles</b>
<p><u>Annotation:</u> Human Resource Strategy for Research (HRS4R). Implementation of the European Charter and Code into the internal regulations and procedures of the BUT. 40 principles of the Charter and Code specifying the roles, responsibilities and rights of staff and the University itself. The level of coordination and community involvement in the whole process to retain the HR AWARD, not only AS, RS, but also other groups.</p>	
<p><u>Educator:</u> internal/ external (evaluator HRS4R)</p>	

### 3.2 Technical/office staff

<b>TOS1</b>	<b>Project life cycle and grant support</b>
<p><u>Annotation:</u> A project in a nutshell. Project structure. Gender / ethics / standards. Preparation (conception, planning) – progress (implementation) – completion (sustainability) of a project. Preparing a project application. Opportunities and obstacles in a selected project. Team composition. Labour-law aspects of a project. Funding conditions and eligibility of costs. Internal (e.g., PSSM) national/international (e.g., CDP, OP JAK, OP TAC, Horizon, TACR, GA CR). Methodological and professional support at the BUT.</p>	
<p><u>Educator:</u> internal authorised Representative of the Project Support Department (Rectorate)/ external</p>	

<b>TOS2</b>	<b>Ethics in the workplace and ensuring social safety</b>
<p><u>Annotation:</u> A safe and fair working environment without discrimination. A university culture based on respectful behaviour and conduct. Defining the topic of sexual harassment, as well as any other unethical, disrespectful and disruptive forms of behaviour and practices. Introduction of internal and external support. Labour-law insights. BUT Code of Conduct.</p>	
<p><u>Educator:</u> internal/ external (e.g. Konsent, Gender Studies, NKC Gender &amp; Science, Mobbing Free Institute)</p>	
<b>TOS3</b>	<b>Gender-neutral and gender-sensitive communication</b>
<p><u>Annotation:</u> A guide on how to make communication inside and outside the BUT polite and welcoming to both women and men. Use of gender-neutral language in written and oral communication. Language largely reflects and influences attitudes, behaviour and perceptions of reality. Using gender-balanced and inclusive language helps to counter stereotypes, demonstrates changes in social attitudes and contributes to achieving gender equality. Support for F/ UI/ U in taking due account of gender sensitivity in language whenever texts are written, translated, presented, etc. Support materials at the BUT.</p>	
<p><u>Educator:</u> internal/ external (e.g. NKC Gender &amp; Science, Gender Studies)</p>	

### 3.3 Supervisors and leaders (managerial staff)

<b>MS1</b>	<b>Ethics in the workplace and ensuring social safety</b>
<p><u>Annotation:</u> A safe and fair working environment without discrimination. A university culture based on respectful behaviour and conduct. Defining the topic of sexual harassment, as well as any other unethical, disrespectful and disruptive forms of behaviour and practices. Introduction of internal and external support. Labour-law insights. BUT Code of Conduct.</p>	
<p><u>Educator:</u> internal/ external (e.g. Konsent, Gender Studies, NKC Gender &amp; Science, Mobbing Free Institute)</p>	
<b>MS2</b>	<b>Gender-neutral and gender-sensitive communication</b>
<p><u>Annotation:</u> A guide on how to make communication inside and outside the BUT polite and welcoming to both women and men. Use of gender-neutral language in written and oral communication. Language largely reflects and influences attitudes, behaviour and perceptions of reality. Using gender-balanced and inclusive language helps to counter stereotypes, demonstrates changes in social attitudes and contributes to achieving gender equality. Support for F/ UI/ U in taking due account of gender sensitivity in language whenever texts are written, translated, presented, etc. Support materials at the BUT.</p>	

<u>Educator:</u> internal/ external (e.g. NKC Gender & Science, Gender Studies)	
<b>MS3</b>	<b>Knowledge and technology transfer</b>
<p><u>Annotation:</u> Introduction into legislation in the field of intellectual property protection and copyright issues. Possible forms of commercialisation, such as licensing or transfer of knowledge, establishing cooperation on further development of knowledge or establishing a new company (spin-off company) to apply certain knowledge, or StartUp. Examples of best practice Professional support and services towards F/ UI/ U and originators with specific cases of commercialisation of results, analysis of the potential for practical application, IP protection strategies. Forms and possibilities of cooperation with the application sector. Contractual research.</p>	
<u>Educator:</u> internal authorised Representative of the Knowledge Transfer Department (Rectorate)/ external	
<b>MS4</b>	<b>Project life cycle and grant support</b>
<p><u>Annotation:</u> A project in a nutshell. Project structure. Gender / ethics / standards. Preparation (conception, planning) – progress (implementation) – completion (sustainability) of a project. Preparing a project application. Opportunities and obstacles in a selected project. Team composition. Labour-law aspects of a project. Funding conditions and eligibility of costs. Internal (e.g., PSSM) national/international (e.g., CDP, OP JAK, OP TAC, Horizon, TACR, GA CR). Methodological and professional support at the BUT.</p>	
<u>Educator:</u> internal authorised Representative of the Project Support Department (Rectorate)/ external	
<b>MS5</b>	<b>Diversity and equal opportunities at the University</b>
<p><u>Annotation:</u> Reconciling family/personal and professional life. Principles of gender-sensitive education. Accepting the social importance of gender equality and equal opportunities. Raising awareness and creating a positive attitude towards gender issues and motivation to apply knowledge of these issues in practice. Harnessing the potential of group diversity.</p> <ul style="list-style-type: none"> <li>• Gender discrimination, stereotypes, contract</li> <li>• Own limiting agendas and beliefs on gender</li> <li>• Gender in education (communication, materials)</li> </ul>	
<u>Educator:</u> external	

### 3.4 Scientific, research and development staff

<b>SRD1</b>	<b>Knowledge and technology transfer</b>
<p><u>Annotation:</u> Introduction into legislation in the field of intellectual property protection and copyright issues. Possible forms of commercialisation, such as licensing or transfer of knowledge, establishing cooperation on further development of knowledge or establishing a new company (spin-off company) to apply certain knowledge, or Start Up. Examples of best practice Professional support and services towards F/ UI/ U and originators with specific cases of commercialisation of results, analysis of the potential for practical application, IP protection strategies. Forms and possibilities of cooperation with the application sector. Contractual research.</p>	
<p><u>Educator:</u> internal authorised Representative of the Knowledge Transfer Department (Rectorate)/ external</p>	
<b>SRD2</b>	<b>Ethics in the workplace and ensuring social safety</b>
<p><u>Annotation:</u> A safe and fair working environment without discrimination. A university culture based on respectful behaviour and conduct. Defining the topic of sexual harassment, as well as any other unethical, disrespectful and disruptive forms of behaviour and practices. Introduction of internal and external support. Labour-law insights. BUT Code of Conduct.</p>	
<p><u>Educator:</u> internal/ external (e.g. Konsent, Gender Studies, NKC Gender &amp; Science, Mobbing Free Institute)</p>	
<b>SRD3</b>	<b>Project life cycle and grant support</b>
<p><u>Annotation:</u> A project in a nutshell. Project structure. Gender / ethics / standards. Preparation (conception, planning) – progress (implementation) – completion (sustainability) of a project. Preparing a project application. Opportunities and obstacles in a selected project. Team composition. Labour-law aspects of a project. Funding conditions and eligibility of costs. Internal (e.g., PSSM) national/international (e.g., CDP, OP JAK, OP TAC, Horizon, TACR, GA CR). Methodological and professional support at the BUT.</p>	
<p><u>Educator:</u> internal authorised Representative of the Project Support Department (Rectorate)/ external</p>	
<b>SRD4</b>	<b>Gender dimension in the content of research and development</b>
<p><u>Annotation:</u> How to integrate sex and gender perspectives into research practice in light of current project requirements. The gender dimension in the content of research, development and innovation is the integration of knowledge on the impact of sex (biological factors) and gender (socio-cultural factors) into research practice in order to generate comprehensive and excellent</p>	

knowledge, relevant technologies and responsible innovations for new markets and a better quality of life for the society as a whole. The gender dimension enters into the content of research and innovation wherever people are the subject of research; where people may be affected by research and innovation; or where research outputs and technological solutions will be used by people. The aim is to take the gender dimension into account in research work and project proposals.

Educator: internal/ external (e.g. NKC Gender & Science)

<b>SRD5</b>	<b>Diversity and equal opportunities at the University</b>
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Annotation: Reconciling family/personal and professional life. Principles of gender-sensitive education. Accepting the social importance of gender equality and equal opportunities. Raising awareness and creating a positive attitude towards gender issues and motivation to apply knowledge of these issues in practice. Harnessing the potential of group diversity.

- Gender discrimination, stereotypes, contract
- Own limiting agendas and beliefs on gender
- Gender in education (communication, materials)

Educator: external

<b>SRD6</b>	<b>Gender-neutral and gender-sensitive communication</b>
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Annotation: A guide on how to make communication inside and outside the BUT polite and welcoming to both women and men. Use of gender-neutral language in written and oral communication. Language largely reflects and influences attitudes, behaviour and perceptions of reality. Using gender-balanced and inclusive language helps to counter stereotypes, demonstrates changes in social attitudes and contributes to achieving gender equality. Support for F/ UI/ U in taking due account of gender sensitivity in language whenever texts are written, translated, presented, etc. Support materials at the BUT.

Educator: internal/ external (e.g. NKC Gender & Science, Gender Studies)

<b>SRD7</b>	<b>HRS4R Principles</b>
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Annotation: Human Resource Strategy for Research (HRS4R). Implementation of the European Charter and Code into the internal regulations and procedures of the BUT. 40 principles of the Charter and Code specifying the roles, responsibilities and rights of staff and the University itself. The level of coordination and community involvement in the whole process to retain the HR AWARD, not only AS, RS, but also other groups.

Educator: internal/ external (evaluator HRS4R)

### 3.5 Postdocs and early-career researchers (PhD)

<b>PD1</b>	<b>Knowledge and technology transfer</b>
<p><u>Annotation:</u> Introduction into legislation in the field of intellectual property protection and copyright issues. Possible forms of commercialisation, such as licensing or transfer of knowledge, establishing cooperation on further development of knowledge or establishing a new company (spin-off company) to apply certain knowledge, or Start Up. Examples of best practice Professional support and services towards F/ UI/ U and originators with specific cases of commercialisation of results, analysis of the potential for practical application, IP protection strategies. Forms and possibilities of cooperation with the application sector. Contractual research.</p>	
<p><u>Educator:</u> internal authorised Representative of the Knowledge Transfer Department (Rectorate)/ external</p>	
<b>AS2</b>	<b>Prevention of socially undesirable phenomena in education</b>
<p><u>Annotation:</u> Forms of harassment among students, from teachers towards students and vice versa. A safe, fair and respectful environment for teaching and learning without discrimination. Defining the topic of sexual harassment, as well as any other unethical, disrespectful and disruptive forms of behaviour and practices. Internal and external support and assistance. Mechanisms in place.</p>	
<p><u>Educator:</u> internal/ external (e.g. Konsent)</p>	
<b>SRD2</b>	<b>Ethics in the workplace and ensuring social safety</b>
<p><u>Annotation:</u> A safe and fair working environment without discrimination. A university culture based on respectful behaviour and conduct. Defining the topic of sexual harassment, as well as any other unethical, disrespectful and disruptive forms of behaviour and practices. Introduction of internal and external support. Labour-law insights. BUT Code of Conduct.</p>	
<p><u>Educator:</u> internal/ external (e.g. Konsent, Gender Studies, NKC Gender &amp; Science, Mobbing Free Institute)</p>	
<b>SRD3</b>	<b>Project life cycle and grant support</b>
<p><u>Annotation:</u> A project in a nutshell. Project structure. Gender / ethics / standards. Preparation (conception, planning) – progress (implementation) – completion (sustainability) of a project. Preparing a project application. Opportunities and obstacles in a selected project. Team composition. Labour-law aspects of a project. Funding conditions and eligibility of costs. Internal (e.g., PSSM) national/ international (e.g., CDP, OP JAK, OP TAC, Horizon, TACR, GA CR). Methodological and professional support at the BUT.</p>	
<p><u>Educator:</u> internal authorised Representative of the Project Support Department (Rectorate)/</p>	

external	
<b>SRD4</b>	<b>Gender dimension in the content of research and development</b>
<p><u>Annotation:</u> How to integrate sex and gender perspectives into research practice in light of current project requirements. The gender dimension in the content of research, development and innovation is the integration of knowledge on the impact of sex (biological factors) and gender (socio-cultural factors) into research practice in order to generate comprehensive and excellent knowledge, relevant technologies and responsible innovations for new markets and a better quality of life for the society as a whole. The gender dimension enters into the content of research and innovation wherever people are the subject of research; where people may be affected by research and innovation; or where research outputs and technological solutions will be used by people. The aim is to take the gender dimension into account in research work and project proposals.</p>	
<u>Educator:</u> internal/ external (e.g. NKC Gender & Science)	
<b>SRD5</b>	<b>Diversity and equal opportunities at the University</b>
<p><u>Annotation:</u> Reconciling family/personal and professional life. Principles of gender-sensitive education. Accepting the social importance of gender equality and equal opportunities. Raising awareness and creating a positive attitude towards gender issues and motivation to apply knowledge of these issues in practice. Harnessing the potential of group diversity.</p> <ul style="list-style-type: none"> <li>• Gender discrimination, stereotypes, contract</li> <li>• Own limiting agendas and beliefs on gender</li> <li>• Gender in education (communication, materials)</li> </ul>	
<u>Educator:</u> external	
<b>SRD6</b>	<b>Gender-neutral and gender-sensitive communication</b>
<p><u>Annotation:</u> A guide on how to make communication inside and outside the BUT polite and welcoming to both women and men. Use of gender-neutral language in written and oral communication. Language largely reflects and influences attitudes, behaviour and perceptions of reality. Using gender-balanced and inclusive language helps to counter stereotypes, demonstrates changes in social attitudes and contributes to achieving gender equality. Support for F/ UI/ U in taking due account of gender sensitivity in language whenever texts are written, translated, presented, etc. Support materials at the BUT.</p>	
<u>Educator:</u> internal/ external (e.g. NKC Gender & Science, Gender Studies)	
<b>SRD7</b>	<b>HRS4R Principles</b>
<p><u>Annotation:</u> Human Resource Strategy for Research (HRS4R). Implementation of the European</p>	



Charter and Code into the internal regulations and procedures of the BUT. 40 principles of the Charter and Code specifying the roles, responsibilities and rights of staff and the University itself. The level of coordination and community involvement in the whole process to retain the HR AWARD, not only AS, RS, but also other groups.

Educator: internal/ external (evaluator HRS4R)

### 3.6 Foreign staff

<b>FS1</b>	<b>HRS4R Principles</b>
<p><u>Annotation:</u> Human Resource Strategy for Research (HRS4R). Implementation of the European Charter and Code into the internal regulations and procedures of the BUT. 40 principles of the Charter and Code specifying the roles, responsibilities and rights of staff and the University itself. The level of coordination and community involvement in the whole process to retain the HR AWARD, not only AS, RS, but also other groups.</p>	
<p><u>Educator:</u> internal/ external (evaluator HRS4R)</p>	
<b>FS2</b>	<b>Social safety and university culture (at BUT)</b>
<p><u>Annotation:</u> A safe and fair working environment without discrimination. A university culture based on respectful behaviour and conduct. Defining the topic of sexual harassment, as well as any other unethical, disrespectful and disruptive forms of behaviour and practices. Introduction of internal and external support. Labour-law insights. BUT Code of Conduct.</p>	
<p><u>Educator:</u> internal/ external (e.g. Konsent, Gender Studies, NKC Gender &amp; Science, Mobbing Free Institute)</p>	

## SUMMARY AND CONCLUSION

Continuous development and employee awareness play an important role in the HRS4R process. It is also reflected in the organisation's environment through the requirement for internationalisation and competitiveness, not only in terms of working conditions but also in terms of know-how.

Planned training should always be relevant to the needs and capabilities (especially with regards to time) of the target group, but it must also consider the current needs of the organisation, for which staff training is one of the means of meeting strategic objectives and action plans.

Although HRS4R focuses closely on the researcher group, the BUT does not discriminate in the area of training and, as in other areas, it is the University's priority to offer development opportunities to all employees.

The BUT aims at systematic and continuous development, leading to an increase in professional and personal competences, contributing to effective management or improving the work with early-career research staff.

This plan does not cover the training of the blue-collar worker group, as social security is the only area that concerns these workers. The direct supervisor is responsible for familiarising this group with this area and procedures for dealing with any negative phenomena.

The above topics of training will be analysed, and their need and current relevance will be assessed in regular two-year cycles. Based on the analysis, the HRS4R / HR AWARD, Gender Equality and Social Safety Employee Training Plan can then be supplemented and/or modified.

## LIST OF ABBREVIATIONS

AS – Academic Staff  
BUT – Brno University of Technology  
CDP – Central Development Project  
FS – Foreign Staff  
F/ UI/ U – Faculty/ University Institute/ Unit  
GEP – Gender Equality Plan  
PSSR - Programme to Support the Strategic Management of Universities  
RS – Research Staff  
SRD – Scientific, Research and Development Staff  
TPS – Technical/ Office Staff

## SOURCES

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6. Timetable for the BUT HR Award Action Plan
7. Implementation plan for the Strategic Objective of BUT
8. BUT Gender Equality Plan