

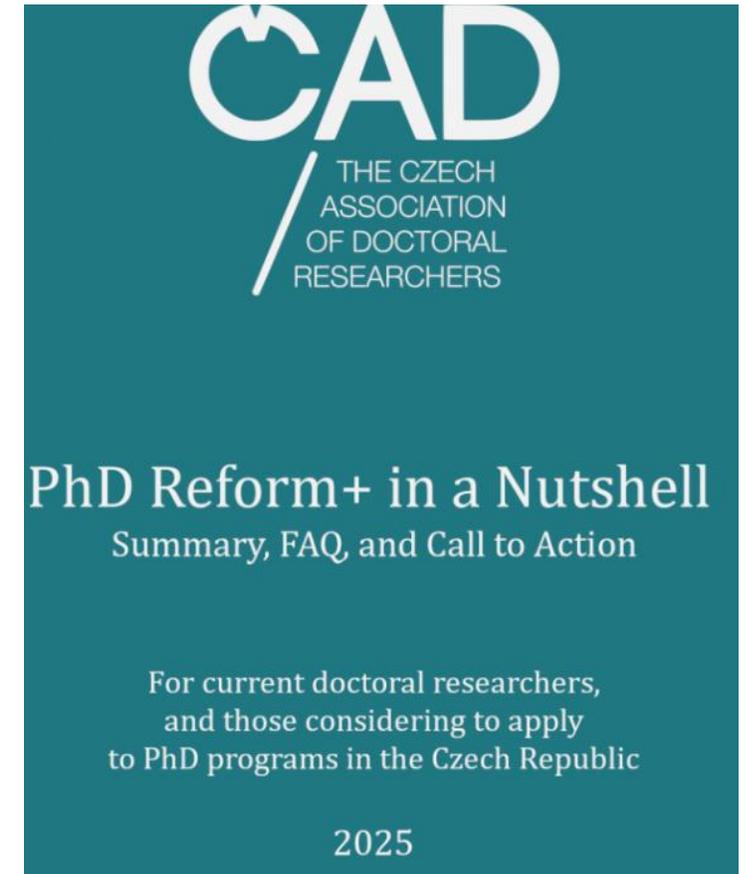
# Development Programme for Supervisors at VSB-TUO, and Supporting Writing for Publication in Czechia

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# 2025 - Doctoral Studies Reform in the Czech Republic

- PhD student/candidate as an early-career researcher
- Redefinition of a “Supervisor“ (qualifications, and outputs)
- More demands also on the part of the supervisors and the Study Programme Committees because of annual milestones for PhD students (annual milestones)
- Higher pressure on securing financing for PhD students (grants, collaborations)



# PhD Academy – since 2021



- to stimulate the development of PhD students/ early-career researchers and their research careers
- to increase the efficiency of doctoral studies at VSB-TUO
- to help implement the doctoral study reform
- to improve the social integration of PhD students into academia and research teams

# PhD Academy – since 2021 (Graduate School in 2027)



- to strengthen interdisciplinary collaborations among PhD students/researchers
- to support the development of transferrable skills (respecting different career pathways)
- to provide structural support for mentorship and supervision (since 2024)

# Challenges at VŠB-TUO (Czech Republic)

- Supervisors are (super) busy.
  - Non-existent cultures in supervisor trainings.
  - It is almost impossible to make such training compulsory.
  - Resistance related to Doctoral Studies Reform and changes.
  - More responsibilities (work) for supervisors.
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- Survey - Needs Analysis among Supervisors.
  - There was a positive response - interest in leadership and effective communication training.

## Challenges at VŠB-TUO (Czech Republic)

- Lack of models.
  - It is difficult to find supervisors who would train other supervisors.
  - In the CR, 'supervision training' concerns formal aspects of doctoral studies.
  - Or, it is usually approached by offering trainings by external trainers/ coaches.
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- We tried to design and implement several interventions and programmes that support supervisors in their development through enhancing communication, leadership, and collaborative competencies.

# Supervisor support at VŠB-TUO - 2025

## **Focused ½-day workshops for supervisors only:**

- Conflict management and supporting students through challenging spaces (Desiree Dickerson)
- Leading a team - navigating the multiple roles of a supervisor and communicating effectively (Desiree Dickerson)
- Supporting Doctoral Education through Dissertation Supervision and Feedback Practices (prof. Dana Driscoll, Indiana University of Pennsylvania)

# Supervisor support at VŠB-TUO - 2025

## Coaching as a Unique Form of Development:

- Setting and achieving academic goals
- Motivation for publishing
- Assertive communication
- Conflict management
- Managerial skills
- Stress management
- Work-life balance
- Presentation skills
- Building self-confidence
- Preventing burnout

# Supervisor support at VŠB-TUO – 2024/2025

Pillar 1

**Development program for the aspiring supervisors**

Pillar 2

**Doctoral Supervisor Training**

Pillar 3

**Mastermind group**

# Development program for the aspiring supervisors

- Formal requirements and university regulations (doctoral studies reform)
- Standards of supervision
- Supervisor's roles
- Onboarding of new PhD students
- Effective communication
- Team work
- Motivation
- Micro-leadership
- Conflict management
- Time management
- Stress management

# Doctoral Supervisor Training



SURVEY



TRIAL WORKSHOPS  
WITH VICE-DEANS



3-DAY TRAINING  
(JANUARY, JUNE)



TUTORS FROM  
INDUSTRY HR

# Doctoral Supervisor Training

## DAY I

- Leadership and management
- Supervisor's roles (mentor, boss, partner, etc.)
- Starting the cooperation + delegating

## DAY II

- Effective communication
- Conflict and problem management
- Feedback
- Motivation

## DAY III

- Time and stress management
- Ethics
- Diversity and inclusion
- Well-being awareness

 PhD Akademie VŠB-TUO  
84 sledujících uživatelů  
3 měs. • 

 Doctoral Supervisor Training – první běh úspěšně za námi! 

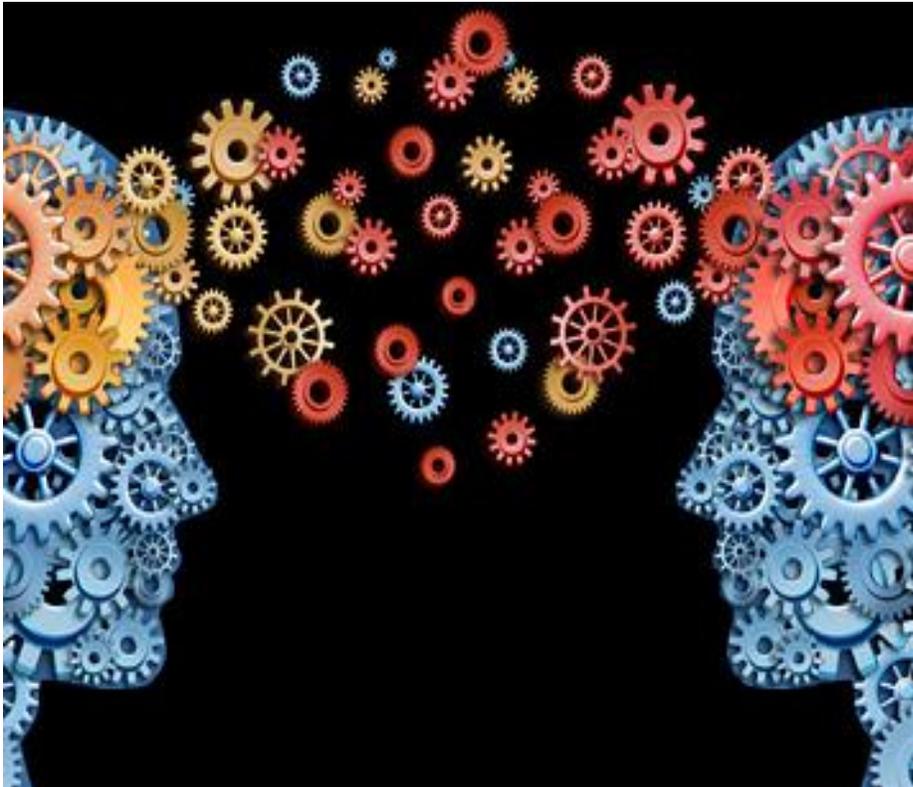
V lednu 2025 jsme odstartovali Doctoral Supervisor Training, nový program zaměřený na podporu školitelů doktorandů. Vytváříme bezpečné prostředí pro vzdělávání, inspiraci a sdílení zkušeností – protože být školitelem není jen o výzkumu, ale také o vedení, supervizi a komunikaci.

Tento program reaguje na rostoucí nároky na doktorandy i jejich školitele a inspiruje se zahraničními modely ze Švédska či Německa. Na rozdíl od tradičních krátkých seminářů jsme nabídli 3denní intenzivní výcvik, materiály v LMS a možnost individuálního koučování.

Děkujeme všem, kteří se zapojili do pilotního běhu, a těšíme se na další rozvoj tohoto konceptu v Česku!



# Mastermind Group



- To continue partnerships and cooperation started at Doctoral Supervisor Training
- To continue sharing experience and to discuss challenges/ case studies
- Facilitated by an experienced coach

# What happens at the Mastermind Group?

- **A question/ challenge** – I am dealing with an issue, and I would appreciate your opinion on the matter
- **Everyday practice** – I dealt with an issue, it works, and I would like to share my experience
- **A topic for the group** – A topic relevant to everyone in the group
- **Inspiration** – I read a book/ attended a conference...

## Lessons Learnt

- Developing sustainable and inclusive postgraduate cultures depends on the growth and wellbeing of **both doctoral students and their supervisors**.
- Trainers from industry HR need not be the best fit (a mix might be better).
- The programs need to be useful/ meaningful.
- English is still a barrier for some - besides workshops, we offered longer programmes only in Czech (but...).
- It costs money.

## Lessons Learnt

- Supervisors (all of us) need to pause and reconsider their practices.
- Mastermind group concept is very popular and works great once **trust** is established in the group.
- The experience with the different formats have demonstrated that supervisors benefit not only from structured and regular learning, but also from opportunities **to connect, reflect, and co-create good supervisory practices.**
- I would argue for custom-made programs distributed in time (not one-time uniform training for all)

# Plans for Supervisor Development Program – 2026+

## **One- year blended programme (October 2026 – June 2027):**

- 2-day intensive meeting off campus (to start with)
- 3+ workshops
- 5+ mastermind group meetings
- 2+ meetings with the vice-rector for research and doctoral studies
- individual coaching
- extra materials in LMS

# Supporting Writing for Publication in Czechia

## Section 47

4)...The thesis must contain original as well as **published results** or results accepted for publication.

**Higher Education Act of the Czech Republic, 1998**

# Supervisor Training?

- For many years conference papers sufficed, but more recently this may have meant students were expected to publish several impact-factor papers during their studies.

## *Paradox*

- Offering feedback as a strategy enables doctoral students' development and learning, not only as writers but also as researchers (Castelló et al., 2013).
- Although pressures for doctoral candidates to publish in high-ranked journals have been increasing worldwide, and writing is perceived as central to successful doctoral student supervision, it does not constitute a fundamental part of supervisor development programs.

## What does research say?

- many scholars have learnt to write for publication by trial and error (Murray, 2013) or through “osmosis” (Shapiro, 2020) without any structured training;
- out of the whole Australia’s supervisors’ professional development programmes, only 35% had “some writing focus or component” (Guerin et al., 2017);
- programmes often relied on individuals’ personal drive and commitment (Guerin et al., 2017), which did not constitute a sustainable institutional policy or practice, or institutions hired external providers;

# Supporting Writing for Publication in Czechia

**Project TL 01000274 “Publish and Flourish: Publication Activity Support for PhD Students and their Supervisors” (2018-2021) – with Czech Academy of Sciences (Prague)**

## Outcomes:

- Writing for Publication courses for PhD students
- workshops for supervisors
- Writing for Publication: Teacher Training course + teacher’s manual
- EATAW 2021 Conference (online)
- Special issue of the Journal of Academic Writing

# Supervisor Writing Training Model

## Theoretical Foundations (1 semester)

- a blended-learning course with video lectures on the theoretical foundations of teaching publication skills. Main topics include threshold concepts, genre analysis, plagiarism, empirical article, publication process, peer-review, feedback, and writing conferences.
- taught online by **Prof. Dana Driscoll**, Professor of English and the Director of the Jones White Writing Center at Indiana University of Pennsylvania (USA).
- weekly lessons and assignments in LMS (10 modules) + 3 online synchronous meetings with the lecturer (discussions, reflections, questions)

# Supervisor Writing Training Model

## Teaching practice (1 semester)

- follows the theoretical foundations course; mentored within a real course ‘Writing for Publication’ taught at the Center for Academic Writing, Czech Academy of Sciences, or VSB-TUO.
- one-on-one bi-weekly reflective meetings with the Writing for Publication course instructor/mentor + providing weekly feedback to 1-2 students on the course

# Supervisor Writing Training Model – Learning Outcomes

- Learn to guide students through structured tasks to support writing and publishing process, peer review, and revision
- Learn to apply various writing pedagogies to the teaching and supervision of writing for publication
- Learn to give effective feedback
- Learn to develop a course on research paper writing

# Supervisor Writing Training Model

Number of trained supervisors/lecturers (Theoretical Foundations): 35

Number of trained supervisors/lecturers (Teaching Practice): 13

Czech universities: 7

# Supervisor Writing Training Model – Lessons Learnt

## **Positive experience:**

- the blended-learning format
- highly useful content
- platform to share experience
- learning from each other's tasks and feedback
- constructive feedback from the teacher on each task
- real-life materials and preparation for future lessons

# A response from a supervisor

## HOW DID I GROW:

- I understand and appreciate the importance of providing examples and templates.
- I understand how the research supports my teaching and apply the core principles in practice.
- I provide better (more helpful) feedback now. I differentiate direct and indirect feedback.
- I value the peer-to-peer feedback strategies and I incorporate them into my teaching.
- As a writer – I´m motivated to write again 😊

## A response from another supervisor

MY TAKE-AWAYS (theoretical course):

Writing is a very complex process. For students to succeed in their writing for publication, they need to understand that being a good writer is not only about good writing skills. They will need to learn more about their target audience, study the genre that is typical for their field, work on their emotional resilience and time-management skills as well as accept the fact that writing is not a linear process therefore they may often experience rejection and failure.

# A response from another supervisor

MY TAKE-AWAYS (teaching practice):

- I saw how writing for publication can be taught
- I realized how much support can be provided
- I learnt how to give feedback
- I learnt from people from other disciplines (I thought everyone worked as we do)
- I learnt about the value of peer (student-to-student) feedback

# Supervisor Writing Training Model – Lessons Learnt

- Supporting publication process is only a part of the whole deal
- Learning to mentor writing for publication takes a long time
- Supervisors were busy and did not complete tasks every week
- Deformed market for training/ some did not want to pay
- AI is changing the way researchers work/ trainings must reflect that
- Offer workshops rather than courses

# Implications?

- Offer of meaningful programs for supervisors / Provision of safe space for growth
- Focus on form/ content/ trainers
- Top-down approach
- Good communication/ PR
- Finances
- Time allowance

# Questions?



# References

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