

GUIDE TO GOOD PRACTICE

IN RECONCILING PERSONAL AND WORKING LIFE

at Palacký University Olomouc



Palacký University
Olomouc



HR EXCELLENCE IN RESEARCH



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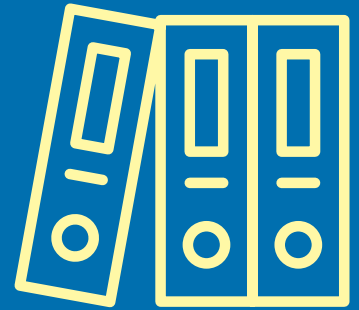
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INTRODUCTION



Flexibility

Diversity

Family-friendly University



Reconciling personal and working life is among the key prerequisites for a sustainable and healthy working environment in the long term. Palacký University Olomouc (hereinafter referred to as UP) is based on the assumption that people employed at the University perform various roles over the course of their lives – they carry out professional, teaching, research or administrative work and at the same time may be parents, carers, partners, or active members of the University community. In order for these roles to be managed over the long term without excessive strain, it is essential to create working conditions that enable the development of both professional potential and personal life, without it being necessary to choose between them.

At the same time, it is important to emphasise that reconciling personal and working life does not represent a single model suitable for everyone. Some people, on the contrary, prefer a clear separation between working time and private time. Support for flexibility at UP therefore includes both opportunities to reconcile personal and working life and the legitimate right to keep them separate according to individual needs and preferences.

The Guide to Good Practice in Reconciling Personal and Working Life has been developed on the basis of the signed [Declaration of Support for the Policy of Reconciling Personal and Working Life at UP](#), which formally confirms the University's commitment to supporting flexibility, equality, diversity, and care for employees and students in all life situations. At the same time, it reflects the findings of a 2023 questionnaire survey among employees focused on flexibility, inclusion, and diversity, the results of group interviews with carers, interviews with HR staff at the University's individual units, as well as individual interviews with heads of staff.

The content of the Guide also draws on other strategic documents of UP, in particular the *Strategy for Introducing a Flexible and Diverse Culture at Palacký University Olomouc* for the period 2024–2025 (and its subsequent updates), [The Equal Opportunities Plan of Palacký University Olomouc 2024–2026](#), and the [HRS4R Action Plan](#).



The Guide brings together three basic pillars:

- 1) reconciling personal and working life,
- 2) flexibility,
- 3) diversity and inclusion.

These pillars are closely interconnected. Flexible work arrangements make it possible to respond to individual life situations, while a diversity-oriented and inclusive approach ensures that the proposed measures are accessible and fair to all persons regardless of their living conditions, age, gender, or family status. Reconciliation is therefore not intended only for parents, but represents a universal principle of support for both working life and personal life at different stages of life.

The Guide is intended for managers, HR staff, and employees themselves who in their everyday practice encounter the need to set working conditions sensitively with regard to diverse life situations. It offers specific recommendations, an overview of available tools, and examples of good practice drawn from the UP environment – from remote work and support during maternity and parental leave to family benefits and facilities for children in University buildings. It does not seek to promote a single “correct” model, but presents options that make it possible to respect the differing needs of employees.

This document is not merely a methodology or a set of rules. Above all, it is a guide to change directed towards a modern, inclusive, and family-friendly University environment. Its ambition is to contribute to a culture in which people are respected, are able to develop professionally, and at the same time manage their personal situation without fear that this might jeopardise their career path.

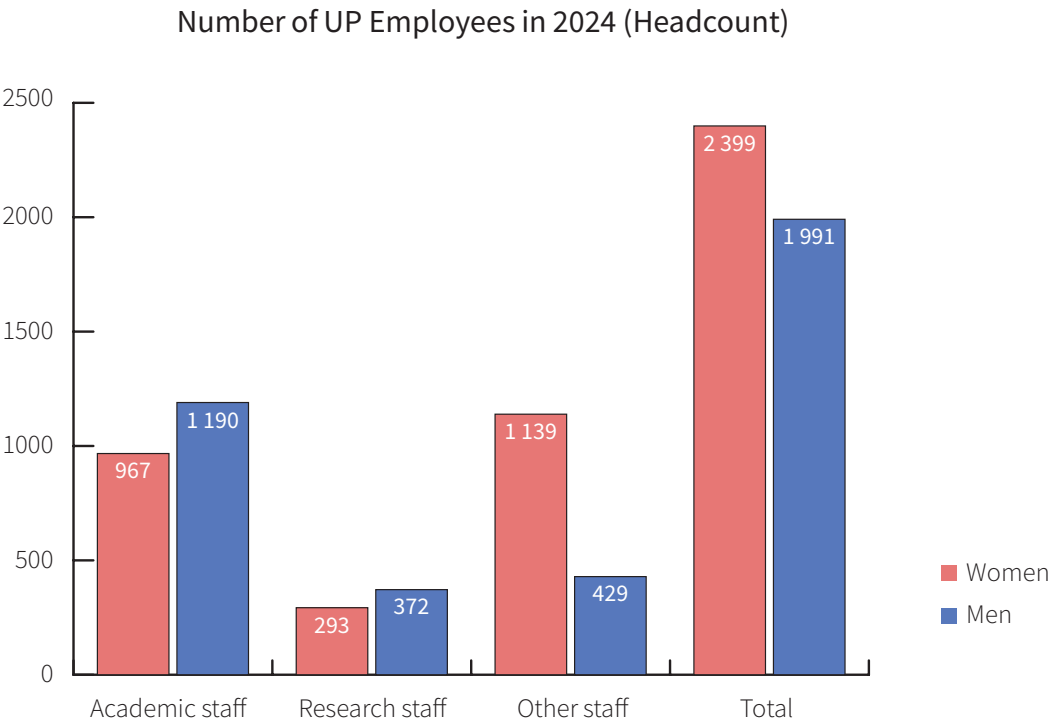
At the same time, it is important to state that this Guide does not aim to replace current practical information relating to specific administrative procedures, such as, for example, the conditions of study and motherhood, the commencement of maternity or parental leave, or related HR processes. Such information may change over time and is therefore



continuously updated and made available to all employees on the Palacký University website. Relevant webpages can be found in Chapter 6. By contrast, the Guide focuses on the principles, values, and recommendations of good practice intended to serve as support for the sensitive and fair setting of working conditions in different life situations.

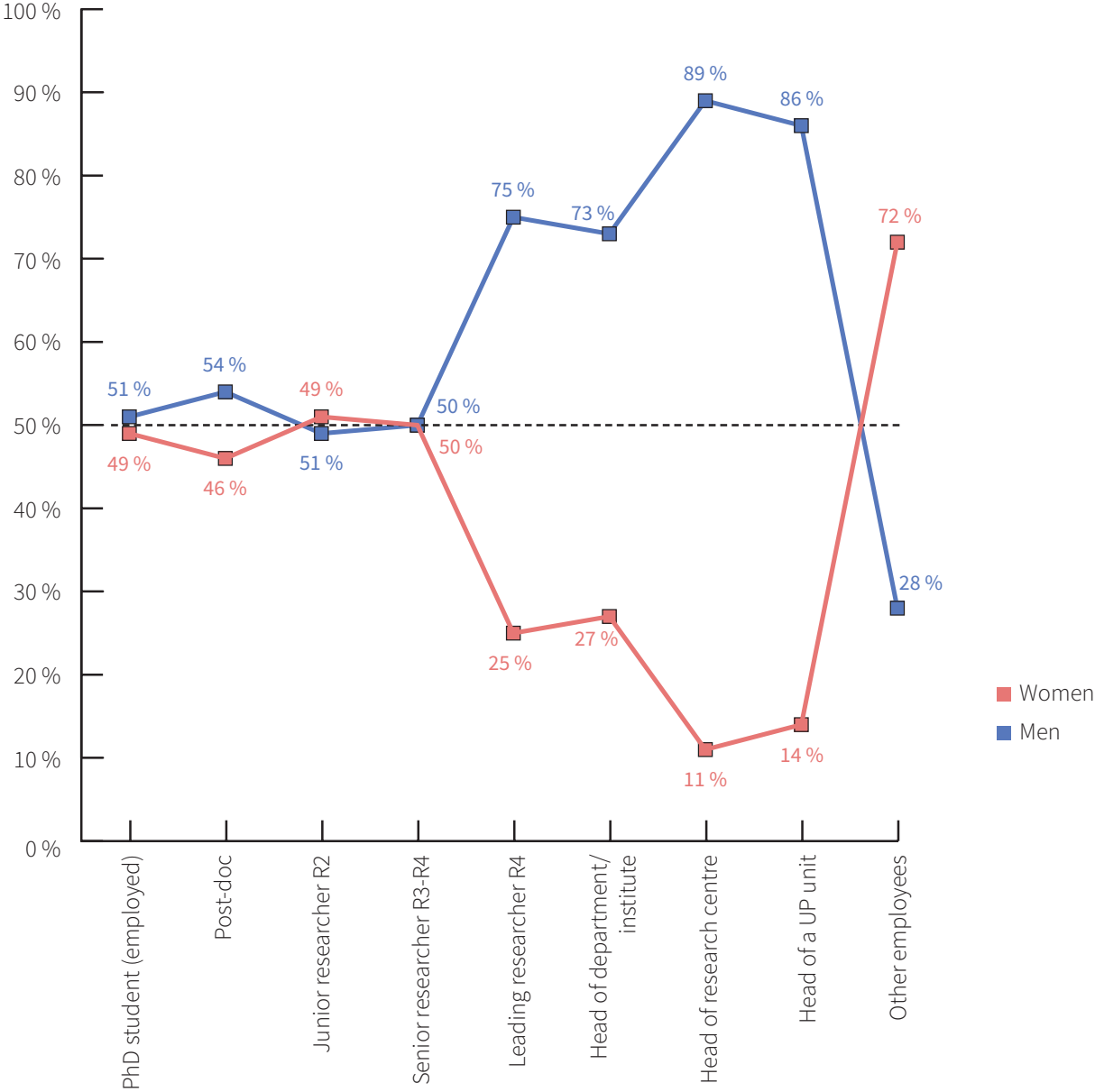
Employee population

The following charts illustrate the structure of the employee population at Palacký University Olomouc and provide context for the measures in the areas of reconciliation, flexibility, and inclusion described in this Guide.





The Ration of Women and Men in 2024





Legislative Framework and University Policies

Support for reconciling personal and working life at Palacký University Olomouc is based on the applicable Czech legislation, which creates the basic framework for flexible working conditions, the protection of the rights of employees, and support for carers.

Labour Code (Act No. 262/2006 Coll.)

The Labour Code governs:

- working time and its scheduling (including flexible working hours),
- the possibility of remote work,
- part-time work and other forms of flexible employment,
- the right to maternity leave and parental leave,
- the working conditions of carers,
- equal treatment and the prohibition of discrimination,
- occupational health and safety.

On 1 June 2025, an amendment to the Labour Code, the so-called “flexi-amendment”, came into force. For UP, the flexi-amendment is of practical importance particularly in the area of returns from parental leave. It strengthens protection of the job position in cases of an earlier return from parental leave and allows for wider use of agreements to perform work during parental leave, including with the same employer. UP thus has legislative backing for flexible and gradual forms of return that support maintaining contact with the workplace and professional continuity, always on a voluntary basis.



The flexi-amendment explicitly strengthens the position of the following groups of employees:

- parents caring for children up to the age of 9,
- persons caring for a person dependent on the assistance of another person (under the Social Services Act),
- pregnant employees,
- persons providing long-term care for a close person.

Carers have the right to request remote work (or another suitable adjustment to working hours), as well as to request part-time work, flexible working hours, etc. The employer is not required to grant such a request automatically, but if it refuses the request, it must do so in writing and provide due justification based on serious operational reasons.

Higher Education Act (Act No. 111/1998 Coll.)

The Act sets out:

- the specific nature of academic work,
- the employment status of academic and research staff,
- the role of institutions in creating conditions for science, research, and teaching,
- the responsibility of universities for equal opportunities.

The Act allows universities to establish their own internal rules and processes supporting flexibility, diversity, and inclusion — thus directly creating space for the institutionalisation of support for reconciliation.



Anti-discrimination Legislation

Measures related to reconciling personal and working life are also supported by legislation protecting the rights of employees:

- the Equal Treatment Act (Act No. 198/2009 Coll.),
- the Charter of Fundamental Rights and Freedoms,
- [Directive \(EU\) of the European Parliament and of the Council on work–life balance for parents and carers.](#)

These legal provisions stipulate that persons must not be disadvantaged on the grounds of caring for family, health status, age, gender identity, social situation, or other personal characteristics.

UP Employment Rules

The UP [Employment Rules](#) (registered as internal policy R-B-24/16) define support for reconciling personal and working life as one of the employer's basic obligations, with the employer being required to create suitable conditions for this purpose for all employees. The document also strictly guarantees equal access and prohibits any form of discrimination, thereby creating a secure legislative environment for respecting individual life situations.

In the area of flexibility, the UP Employment Rules, together with the Labour Code, form the essential legislative basis that makes it possible to adapt working conditions individually to the nature of the work performed. Specific instruments of flexibility, such as remote work (home office), flexible working hours, or part-time work, are subsequently implemented through individual agreements and internal regulations, which are intended to reconcile the needs of the workplace with the personal lives of employees.

1. PRINCIPLES OF GOOD PRACTICE IN RECONCILING PERSONAL AND WORKING LIFE AT UP



1.1 Reconciliation as Part of
Organisational Culture

1.2 Flexibility as a Tool for Reconciliation

1.3 Diversity and inclusion in
reconciliation



This chapter presents the basic values and principles on which the policy of reconciliation at UP is based. It explains why reconciliation is understood as part of the organisational culture of the University and how it is linked to flexibility, diversity, and inclusion. It emphasises the universal nature of reconciliation as a form of support for all persons regardless of their life situation and places the individual measures set out in the Guide within a shared framework of values.

1.1 Reconciliation as Part of Organisational Culture

Reconciling personal and working life represents a strategic approach that supports sustainable working conditions, well-being, and the professional development of all persons employed at the University. When approached appropriately, reconciliation contributes **to greater satisfaction and motivation, stability in the workplace, the prevention of overload and burnout, and equal opportunities.**

An important benefit of reconciliation is also the support of continuity of work and the retention of expertise and experience within the University. Thanks to flexible approaches, it is possible to better preserve continuity of activities, the handover of responsibilities, and the long-term development of employees' professional potential even in periods when their work involvement temporarily fluctuates. In this way, the University strengthens its institutional stability, which is essential for the quality of education, research, and administrative activities.



1.2 Flexibility as a Tool for Reconciliation

Flexible work arrangements make it possible to take individual life needs into account while also ensuring the effective functioning of teams and processes at the University.

The most common forms of flexibility at UP include:

- remote work (home office),
- flexible working hours,
- part-time work,
- a gradual return after maternity and parental leave.

Support for flexibility helps not only in caring for a child or a close person, but also in situations such as long-term recovery or commuting.

In addition to those listed above, there are other forms of flexibility, such as job sharing, a compressed working week, or the individual scheduling of working hours according to the needs of the workplace and the employee.

Support for flexibility helps not only in caring for a child or a close person, but also in situations such as long-term recovery or commuting.

Individual examples of flexible forms of work are set out in the relevant chapter.

1.3 Diversity and inclusion in reconciliation

Diversity is a natural part of the University environment. Supporting diversity and inclusion means creating fair conditions for all life situations, preventing the discriminatory impacts of working procedures, ensuring transparent processes and communication, and respecting the differing needs of persons at various stages of life.

2. FLEXIBLE FORMS OF WORK



2.1 Remote work

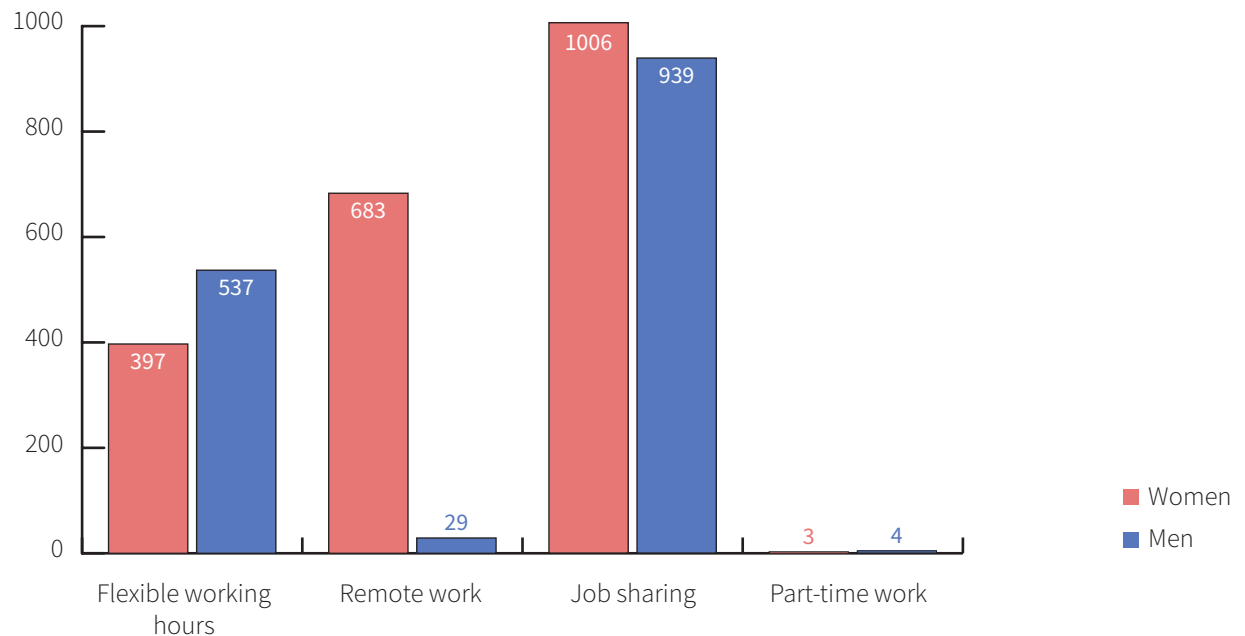
2.2 Flexible working hours

2.3 Part-time work and
gradual return



The possibility of flexible work arrangements is one of the main tools for reconciling personal and working life at UP. According to data from the HR offices, the most frequently used flexible forms of work are remote work (i.e. home office), flexible working hours, and part-time work. At UP, flexible working hours are used by 397 women and 537 men; a remote work agreement has been concluded by 683 women and 29 men; job sharing is used by 3 women and 4 men; and part-time work by 1,006 women and 939 men.

Flexible forms of work at UP by gender



The aim of this chapter is to present the individual flexible forms of employment in greater detail and thereby support the use of flexibility as a standard working tool. At the same time, through examples of good practice at UP, it seeks to provide managers, HR offices, and employees themselves with more detailed guidance on how to proceed when introducing and using flexible tools in the workplace.



2.1 Remote work

Remote work (i.e. home office) is the most sought-after flexible form of work. It makes it possible to reconcile personal and working life while also supporting efficient and focused work where the nature of the work allows it.

Remote work is carried out on the basis of an individual agreement between the employee and the employer (it is recommended to use the standardised [Remote Work Agreement form](#)), in accordance with the Labour Code and the internal rules of UP. In particular, the agreement defines the extent of remote work, the method of communication, the recording of working time, and the basic rules of responsibility and safety.

When setting up remote work, **clear and predictable arrangements, availability, and ongoing communication** are important. Ongoing communication does not mean constant supervision, but regular and pre-arranged contact that makes it possible to share information about the progress of work, address any difficulties, and align expectations. It is good to bear in mind that effectively managed home office means that the manager sets clear goals and expectations, communicates regularly with subordinates, monitors work results, and at the same time supports autonomy, trust, and a balance between personal and working life.

Example of good practice at UP

The recommended procedure when introducing a remote work arrangement for employees at UP is for the manager and the employee to first **agree on the conditions of remote work** (the schedule of working hours, the duration of the agreement, the place of work, the method of communication, and the arrangements for occupational health and safety in remote work). Subsequently, a [Remote Work Agreement](#) is signed and filed with the HR office of the relevant University unit in the employee's personnel file. As a standard practice, the agreement is signed by the manager, the employee, and a representative of the employer.



Employees are then required to **request the specific day or days** on which they wish to work remotely by means of a Home Office Request and subsequently record these days in the electronic time sheet record. This method of recording also provides managers with an overview of the current working arrangements of their subordinates and the frequency with which home office is used. The University does not stipulate a set number of days on which remote work may be performed; this always depends on the agreement between the manager and their subordinates, as well as on the nature and current requirements of the work. Managers are recommended to formulate clearly in advance how many days and under what conditions they will allow this arrangement to be used. Within the University, for example, at the Rector's Office it is considered good practice to allow employees to request up to four "home office" days per month without the need to state a reason, while usually giving preference to one designated day per week. These four days are not an entitlement and do not carry over to the following month. Home office requests are assessed with regard to the employee's individual situation; for example, in the case of a mild indisposition, it is always preferable to allow home office rather than face a complete loss of work performance. In addition, it is also necessary to respect the wording of the Labour Code flexi-amendment, under which carers are in principle allowed home office in almost all cases (any refusal must be justified in writing, and there would have to be serious operational reasons preventing its use).

2.2 Flexible working hours

Flexible working hours are a method of scheduling working time that allows employees to adapt the beginning and end of the working day to their own needs, without jeopardising workplace availability and the fulfilment of work tasks. **This is not a reduction in working time**, but its flexible scheduling within the established working regime.



The basis of flexible working hours is the division of the working day into:

a core (fixed) part, during which the employee is required to be present at the workplace, **a flexible part**, during which the employee may determine the beginning and end of working time according to their needs.

Flexible working hours make it possible to reconcile work more effectively with care responsibilities, commuting, or health needs. They are suitable for a wide range of job positions, provided that the nature of the work allows it. The introduction of flexible working hours requires a clear agreement between the employee and the manager.

Example of good practice at UP

Flexible working hours are arranged so as to enable employees to better reconcile their work duties with their personal lives. The principle is simple: on the basis of mutual agreement between managers and employees, a fixed and an optional/flexible part of working time are established. The beginning and end of working time are then chosen by individual employees, while they themselves monitor and keep track of the required number of working hours (the working time fund corresponding to the extent of their workload) within the agreed balancing period (i.e. usually one month).

In order for cooperation to function well, **a fixed part of working time** is established during which the employee must be available at the workplace to colleagues, superiors, or students. The recommended fixed part is usually between **9:00 and 13:00**.

Outside this fixed part, the beginning and end of working time may be adjusted according to individual needs. **The optional part** is limited only by the conditions of the Labour Code (the exact conditions form part of the flexible working hours agreement) and may therefore be arranged differently each day – for example, on some days the employee may start work earlier and leave after the end of the fixed part of working time, while on other days they may start later but remain at the workplace longer, depending on personal or work-related circumstances.





2.3 Part-time work and gradual return

Part-time work represents an important tool for reconciling personal and working life, especially during periods of childcare, in the case of health limitations, or when returning to work after a longer absence. It can also be combined with other forms of flexibility, for example flexible working hours or remote work.

Part-time work is often also linked to gradual reintegration into the workplace, which enables employees, after a longer absence – most commonly after maternity or parental leave – to become involved in the work process again. The aim is not an immediate return to a full working regime, but a gradual increase in the extent of work in line with the employee's current life situation and the needs of the workplace. This process may include starting work on a part-time basis, combining work at the workplace with remote work, or flexible scheduling of working time.

Example of good practice at UP

A typical example of gradual reintegration linked to the use of part-time work at UP is a situation in which an employee who worked on a full-time contract (1.0 FTE) before maternity leave requests, before returning from parental leave, that this be reduced (usually for a fixed period). For example, after two years she may return to the workplace on a 0.5 FTE contract, which can also be combined with remote work. After a year, she may then request an increase in her workload to 0.75 FTE, and after another year (when childcare is fully provided for in a pre-school facility and the situation has stabilised), she returns to full-time work.

A major benefit is the possibility (under the flexi-amendment to the Labour Code effective from 1 June 2025) of concluding an agreement to perform work for the same type of work as that for which the employment contract has been concluded, during the period of parental leave or part thereof. This arrangement enables employees to maintain at



least some contact with their job content and to contribute their often many years of experience to the extent that suits them. In university practice, this also represents a way of involving them in projects (and maintaining their involvement), alongside the possibility of returning on part-time contracts. At the same time, it considerably facilitates the return of carers to employment after the end of parental leave.

For the effective use of these tools, it is recommended that managers and employees discuss the possibilities for involvement already in the period before the commencement of maternity leave itself. This topic is discussed in greater detail in Chapter 4, which is devoted to the management of maternity and parental leave.

Final recommendation: It is important to bear in mind that employers and managers must maintain an equal approach to flexible forms of work for all employees, where this is permitted by the operational or organisational conditions of the workplace. For carers, flexible arrangements often represent the only way to reconcile personal and working life effectively. These options, however, should not be reserved exclusively for them.

3. SUPPORT SERVICES AND FACILITIES FOR CARERS



3.1 Facilities for families at the University

3.2 University nursery school

3.3 Benefits and support for leisure time

3.4 Family friendly UP information hub



Below you will find an overview of the support services and facilities offered by UP. The aim of this chapter is to make it easier to navigate the available services and to show that reconciliation is not limited solely to working arrangements, but also includes support infrastructure and benefits.

3.1 Facilities for families at the University

For carers, UP offers children's corners, changing tables, discreet places for breastfeeding, and a microwave oven in its premises, which parents may use to heat food for their children. These family points are marked with a teddy bear symbol. A list of locations can be found on the [Family Friendly UP](#) website.



In addition to formally designated spaces and services, there are also workplaces at UP that informally support the presence of children and carers by creating a welcoming and safe environment, for example through basic equipment such as toys, books, or art supplies. These small yet important steps help carers feel natural and welcome in the workplace. Part of this informal approach is also the possibility of using faculty premises as facilities when travelling into the city – for example quiet zones with seating or refreshments in the buildings of some faculties, as well as available infrastructure for bicycle or car parking. These elements make everyday movement around the University easier and support the perception of UP as an open and family-friendly environment.



Examples of good practice at UP

The possibility of bringing children into the department
and informal meetings during maternity/parental leave

Changing tables
and the possibility of heating food and drinks at all faculty locations

Children's corners

Children allowed
a full-day programme for children during the Easter holidays

Childcare during
selected University events

Christmas in our university city
a Christmas adventure for the children of UP employees

The Rector's Office lends out **a children's playpen** across the University



3.2 University nursery school

Palacký University Olomouc operates a university nursery school intended primarily for the children and grandchildren of people working and studying at the University, offering modern pre-school education in an environment that supports the development of skills. The nursery school cooperates with University faculties, in particular the Faculty of Education of UP. Detailed information on the operation and activities of the nursery school can be found [here](#).

3.3 Benefits and support for leisure time

Support for reconciling personal and working life at UP also includes the area of leisure time. Following the UP Equal Opportunities Plan, benefits are being developed that contribute to a balance between work, rest, and personal life. These benefits are designed so as to be accessible to a wide range of employees.

In particular, employees at UP may make use of:

- discounts with UP's partner organisations,
- leisure, sports, and educational activities under preferential conditions,
- events intended for employees, their families, and their children.

Leisure-time benefits contribute to long-term satisfaction, help prevent overload, and strengthen the perception of UP as an open and supportive employer. All information concerning employee benefits can be found [here](#).



3.4 Family friendly UP information hub

The [Family Friendly UP](#) website serves as a central source of information on services, benefits, and support options. In one place, it brings together practical information on the organisation of work and study, family care, and orientation within the University and city environment, thereby significantly facilitating the everyday functioning of the families of people employed at UP in different life situations.

4. MEASURES RELATED TO MATERNITY AND PARENTAL LEAVE



4.1 Before going on maternity or parental leave

4.2 During maternity and parental leave

4.3 Return and adaptation after maternity or parental leave



The results of the 2023 survey among employees show that 42% of respondents (514 persons out of a total of 1,237 responses) care for a child under the age of 15. At the same time, women aged 25–39 make up more than one tenth of all employees at the University. These data, together with the number of persons currently taking maternity or parental leave, confirm that support for parenthood and care is a significant and long-term relevant issue for UP.

Returns after maternity and parental leave are therefore a common and regular part of working life at UP. On average, approximately ten people return to the University each month, although the actual number of returns naturally varies throughout the year. This continuous yet fluctuating trend shows that returns from maternity and parental leave are not an exceptional situation, but a recurring process that requires systematic preparedness, predictability, and a sensitive approach across workplaces.

This chapter therefore summarises UP's basic approach to supporting persons during maternity and parental leave. It focuses on the general principles of communication, flexibility, and voluntariness, without going into detailed procedural steps. It serves as a general overview based on the methodology for the management of maternity and parental leave at UP, which is set out in a separate document and includes, among other things, checklists for the individual actors in the process as well as a proposed adaptation plan. The aim of this chapter is to emphasise that parenthood is perceived at UP as a natural and respected part of working life.



4.1 Before going on maternity or parental leave

The period before the commencement of maternity or parental leave is important for setting mutual expectations and ensuring the smooth functioning of the workplace. UP follows a path of open communication between the employee going on leave, the manager, and the HR office.

At this stage, emphasis is placed in particular on joint planning for the handover of work tasks and responsibilities, agreement on the method and extent of any contact during maternity/parental leave, the handover of relevant information concerning work duties as well as administrative matters, and familiarisation with the support available at UP.

The aim is to ensure that the commencement of maternity/parental leave takes place clearly and without unnecessary uncertainty on either side.

4.2 During maternity and parental leave

Maternity and parental leave does not constitute an automatic interruption of the relationship with the University. UP supports the possibility of maintaining appropriate contact with the workplace, always on the basis of the employee's preference. In practice, this means sending important information about developments in the workplace, invitations to selected professional events, or the possibility of voluntary participation in training courses, workshops, or educational activities, where capacity allows.

The extent of contact and any possible involvement is **always voluntary and agreed individually**. The aim is to make it possible to maintain professional continuity and a sense of belonging, **not to create pressure for work performance during maternity/parental leave**.



4.3 Return and adaptation after maternity or parental leave

Returning to the work process after maternity or parental leave is a key period that can significantly influence a person's future career path as well as job satisfaction. At Palacký University Olomouc, this phase is understood as a specific form of adaptation after a longer work absence, requiring a sensitive, individual, and flexible approach. The aim is to facilitate a smooth return, restore work continuity, and create an environment in which parenthood and work can be reconciled in the long term.

Within this process, important aspects include **individual planning of the return** and the setting of work involvement, **the possibility of using part-time work** or other flexible working arrangements, **integration into a work team** that may have undergone changes, and familiarisation with new developments and the current functioning of the workplace.

For such cases, UP has prepared **an adaptation plan for persons returning from maternity/parental leave**, which forms part of the methodology for the management of maternity/parental leave. This plan ensures that the return is gradual, predictable, and clear both for the employee and for the workplace. At the same time, it supports the principle that parenthood is understood at UP as a natural part of working life, not as an obstacle to professional development.

Final recommendation: In the management of maternity/parental leave, the most important aspect is to maintain open communication between the employee, the manager, and the HR office before the commencement of maternity/parental leave, during it, and upon return. It is recommended that the steps for handing over tasks be planned in advance, that the method of contact be agreed, and that the adaptation plan be used for a gradual return. Flexible forms of work and the voluntary maintenance of contact are regarded as a way of supporting a possible earlier return, professional continuity, and the reconciliation of parenthood with working life. For any consultations, the HR office is always available to managers, and all University HR staff receive ongoing training in the area of maternity/parental leave management.

5. SUPPORT FOR DIVERSITY AND INCLUSION IN THE UNIVERSITY'S EVERYDAY PRACTICE



5.1 Evaluation and career development

5.2 Recruitment procedure at UP

5.3 Education in the area of diversity and inclusion



The University environment is naturally diverse – employees differ in their experience, work roles, needs, and stages of life. The purpose of supporting diversity is not to suppress these differences, but to work with them consciously so that no one is disadvantaged and everyone has equal access to opportunities and development.

An inclusive approach means creating conditions that enable the involvement of all, regardless of family situation, age, health status, gender identity, or other personal characteristics. Reconciling personal and working life is a universal support tool – available to everyone according to their needs and the possibilities of the workplace.

At UP, support for diversity and inclusion forms part of the everyday functioning of teams, with a key role being played by managers, who shape conditions sensitively and transparently, with an emphasis on respecting individual needs, equal treatment in the allocation of work, performance evaluation, and professional development, as well as on open communication.

5.1 Evaluation and career development

An inclusive approach also includes the ability to respond to changes in employees' life situations – for example, when returning after a longer absence, caring for a close person, or during a period of increased strain. **These circumstances should be taken into account in the annual evaluation in the Academic Staff Performance Evaluation (IS HAP) and Other University Staff Evaluation (IS HOP) systems**, especially in teaching and publication activities, which may be temporarily reduced due to care responsibilities or health difficulties.

The University supports the career development of its employees through clearly formulated conditions and career paths, which form part of the internal [Career Regulations](#). These also establish the obligation to draw up career plans; templates for these are available to managers as methodological support on the website of the HR Office of the Rector's Office in the section devoted to [Career Development](#).



5.2 Recruitment procedure at UP

Another important area in which the principles of equal treatment are applied is transparent, open, and non-discriminatory recruitment procedures. The rules for the recruitment and selection of academic staff and managers are laid down in [the Academic Staff Recruitment Policy of Palacký University Olomouc](#) and in the [Code of Conduct for the Recruitment of \(Academic and Scientific\) Researchers at Palacký University Olomouc](#). Members of selection committees are provided with methodological guidance for conducting interviews, including templates of evaluation forms, and they follow uniform rules for committee members. All materials are available [here](#). At the same time, they are offered opportunities for further training through lifelong learning courses.

5.3 Education in the area of diversity and inclusion

UP offers employees and teaching staff targeted educational activities aimed at supporting diversity, inclusion, equal opportunities, and the reconciliation of personal and working life. These programmes develop the skills needed for work in a diverse academic environment, support fair communication, and contribute to creating a respectful and open university culture.

The offer includes workshops focused on the use of gender-sensitive language in teaching and academic communication, working with diversity and flexibility in teams, support for reconciliation and the management of maternity and parental leave, as well as education in the area of unconscious bias and its impact on people management, recruitment, and performance evaluation. These are complemented by programmes devoted to the fundamentals of diversity, inclusion, and equality as key pillars of modern organisational culture. UP strongly recommends, in particular, that managers attend these educational activities regularly.



Examples of good practice at UP

Inclusion Day

On the occasion of the World Inclusion Day, Palacký University organises **Inclusion Day** as a regular awareness-raising event that supports open dialogue on diversity, equal opportunities, and respect in the academic environment. The programme combines educational, discussion-based, and cultural activities and creates a safe space for students and employees from across the faculties to meet.

Inclusion Day includes workshops and discussions focused on reconciling personal and working life, inclusive communication, and working with diversity, as well as informal gatherings and cultural performances. The event contributes to strengthening sensitivity to different life situations, supports the sharing of experience, and helps to translate the principles of diversity and inclusion from declarations into the everyday practice of university life.

Breakfast with Science

Twice a year, UP organises **Breakfast with Science**. This is an informal meeting aimed at supporting women in science and research, creating space for the building of professional relationships, the sharing of experience, and mutual inspiration in the academic environment. The event supports open discussion of the challenges of a scientific career, the development of mentoring and cooperation, and contributes to strengthening the equal position of women in the research environment as well as to the development of an inclusive academic culture. An inspiring female scientist is invited to each Breakfast with Science.

WHERE TO FIND INFORMATION



Alongside education, the availability of clear and up-to-date information also plays a key role. Palacký University Olomouc therefore places emphasis on systematic communication directed towards employees and students, which facilitates orientation in support options, flexible working arrangements, and services related to the reconciliation of personal and working life, diversity, and inclusion. Clear information channels represent an important tool for applying the principles described in this Guide in everyday practice.

For this purpose, **guides and methodological instructions are being developed for selected processes** (e.g. recruitment and selection of employees, adaptation, and the management of maternity and parental leave), which are available on the website of the [HR Management Office](#) of the Rector's Office.

Methodological and consultation support is provided to managers by the **HR Offices of the individual University units** and, at the central level, by the **HR Management Office of UP**.

The offer of further education for managers is continuously expanding and is available on the [Lifelong Learning Portal](#).

For internal communication, employees may use the [Employees, Fair University, Social Safety](#), or [Family Friendly](#) portal webpages, which provide targeted information and recommendations for different situations in working life at UP.

Final recommendation: Employees are regularly informed about educational activities, events for families with children, and initiatives supporting diversity and inclusion through the **Newsletter**. It is worth paying attention to it even amid the volume of other email communications.

CONCLUSION



The Guide to Good Practice in Reconciling Personal and Working Life at UP summarises UP's approach to creating a working environment that is flexible, inclusive, and respectful of the diverse life situations of employees. It does not seek to provide a uniform solution for everyone, but to establish a framework that makes it possible to find balanced and fair solutions.

The ambition of this Guide is to support unified practice across faculties and workplaces, strengthen awareness, and offer inspiration for making use of the available tools.

In doing so, UP confirms that respect for the diversity of life situations and support for a balance between personal and working life are an integral part of its responsibility as an employer and as an academic institution.

