

Greater Copenhagen Career Program

- *aims to help foreign students enter the Danish labour market*

Companies in Denmark need experts with specialized technical skills, international experience, and cultural understanding of foreign markets. As a mentor, you can help meet this need.

Established in 2012, the Greater Copenhagen Career Program (GCCP) is a 6-month program that offers international students residing in the metropolitan area personal development, job search seminars, and networking activities at Danish companies. In addition, each student is assigned a personal mentor.

Your Job as a Mentor

As a mentor, you are expected to meet your mentee 3–6 times during the program period. The meetings usually take place at the mentor's workplace.

The mentor and mentee must follow some simple guidelines to get the most out of the relationship:

- The mentee must draft the meeting agenda and translate the learnings into their everyday life.
- The mentor is responsible for setting aside time for the meetings with the mentee.
- At the first meeting, a collaboration agreement is drawn up, setting and aligning the expectations between mentor and mentee.
- The mentor relationship focuses on the mentee's career only.
- The mentor-mentee relationship lasts six months.

On the following pages, you will find inspiration for your work as a mentor in GCCP.

Welcome !!

Lisa Ott
Perspectiv

Links where you can find inspiration for working with different nationalities:

[The Culture Map by Erin Meyer](#)

[The Hofstede Model of National Culture](#)

About the GCCP Mentees

The mentees are full-degree international students who are doing a bachelor's or master's degree in the Greater Copenhagen Region or students who have graduated from a Danish educational institution with a bachelor's or master's degree within the last six months.

In addition to being matched with a mentor, the mentees are offered different job search seminars at International House, with matchmaking events held in various settings such as private companies, unions, etc.

Before receiving the name and contact information of their mentor, mentees are told that the mentor will

- help the mentee **create a career for themselves**;
- know how to **deal with career obstacles**;
- encourage the mentee to **take action**;
- **share** their **own career experiences**;
- know that the mentees **are capable of handling** their challenges..

They are also aware that the mentors are

- **not** the ones to give the mentee a job;
- **not** (necessarily) in the same line of study as the mentee;
- **not** (necessarily) working in the mentee's dream company.

Preparing for the First Mentoring Session – Mentee's Checklist

The mentee is responsible for preparing his/her meetings with the mentor. Here are some suggestions for the mentee on how to prepare:

- In general terms, what do you want from this mentoring experience?
- What kind of help do you want at this point? For example:
 - Opening horizons
 - Clarifying personal goal
 - Guidance
 - Sounding board
 - Plan how to achieve goals
- What would you like to know about your mentor?
- What would you like your mentor to know about you?
- What are your strong points? What are your major needs?
- What can you offer your mentor (e.g., enthusiasm, challenge, openness)?
- What issues would you like to discuss straight away? Which are most important?
- What examples can you use to illustrate those issues?
- What do you want to go into the mentoring contract?

Roles of Mentee and Mentor

The mentee takes the initiative to arrange meetings and summarizes the meetings in writing.

The mentor is responsible for attending the meetings, which are held at the mentee's request. The mentor can follow up if there is too much time between meetings.

Both mentor and mentee are responsible for formulating the alignment of expectations and reminding each other of appointments, evaluations, and progress made.

Alignment of Expectations

At the first meeting, you need to fill in an alignment of expectations form to ensure that your relationship starts well. You can use the template on page 6.

A Few Mentoring Tools

Setting Goals

When setting goals for the mentee you can lean on a tool known by the acronym SMART, meaning that the goal must be **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**imely.

Here are some questions you can use when exploring your mentee's goals.

Specific

- What do I want to achieve?
- Where do I want to achieve it?
- How exactly do I want to achieve it?
- When do I want to achieve it?
- With whom?
- What are the limitations/challenges?
- Why do I want to achieve this specific goal?

Measurable

- What will I need to achieve my goal, and how much of it will I need?
- How will I know when I have achieved my goal?

Attainable

- How can this be accomplished?
- Given the specific constraints, how realistic is this goal?

Relevant

- Is this goal worth achieving?
- Is it the right time to achieve this goal?
- Are the rewards worth the effort?
- Is this something that I should be doing?

Timely

- Is this the right time to (try to) achieve this goal?

Checking the Mentee's Commitment

Don't waste time planning actions with your mentee, if he/she isn't prepared to actually do something. Use this scale to check your mentee's commitment. (source: prof. David Clutterbuck)

- 10: I am totally determined to achieve this whatever the cost.
- 9: I am very determined to do this, and I'm prepared to make major sacrifices to do so.
- 8: I will make this my number one priority.
- 7: This will be one of my key priorities.
- 6: It's very important to me.
- 5: It's quite important to me.
- 4: I feel obliged to do this.
- 3: I'm not sure this is what I really want.
- 2: I'm quite reluctant.
- 1: Over my dead body!

It's a good idea to find out the mentee's reasons for commitment.

If the number is high

- What is the reason why you choose 7 and not 6 or 8?
- What gets you all the way up to 7?

If the number is very low

- When it's not more important than 2, should we spend time on it now?
- If the action/change is not important for you, for whom is it important?
- How can you work toward a change that you do not find important?

Explore the mentee's opportunities to make the change happen

- What needs to be done to reach an even higher number?
- What is the probability that you can reach a 10?

Planning tasks

Dwight D. Eisenhower was the 34th President of the United States. He had to decide which of the many daily tasks he should focus on. It finally led him to invent the world-famous Eisenhower Matrix:

The Eisenhower Matrix is a 2x2 grid used for task prioritization. The quadrants are:

- Do first:** Urgent and important (top-left, green border).
- Schedule:** Less urgent, but important (top-right, blue border).
- Delegate:** Urgent, but less important (bottom-left, orange border).
- Don't do:** Neither urgent nor important (bottom-right, red border).

Each quadrant contains a vertical list of eight checkboxes for task entry. At the bottom of the grid, it reads: "Get the right things done. — EISENHOWER — More on www.eisenhower.me"

1. *Do first* is both important and urgent. This is where you list the tasks that must be done today or tomorrow at the latest.
2. *Schedule* refers to essential but not urgent tasks. There are no deadlines in this quadrant, but if you do not take care of the tasks listed here, you will regret it later.
3. *Delegate* seems urgent but is less critical. It can refer to phone calls, invitations, emails, and interruptions from co-workers or co-students.
4. The fourth and last quadrant is called *Don't Do* because it is there to help you winnow out things you should not be doing at all – like surfing the internet without a reason or gaming too long.

Tips when working with the Eisenhower Matrix:

- Always think about what needs to be done first.
- Limit your tasks to eight per quadrant. Before adding another task, complete the most important task first.
- Maintain only one list for both business and private tasks.
- Do not let others define your priorities.
- Don't procrastinate!

Setting off to a good start

The mentee is asked to contact you within a week from receiving the e-mail with your contact information.

- Set a goal for the mentor-mentee relationship.
- Place expectations on each other.
- Plan your meetings.
- Start mentoring.

Mentor/Mentee Alignment of Expectations

between _____ and _____
Mentor Mentor Mentee

The following objectives have been agreed:

(Describe maximum three objectives of your mentor/mentee relationship)

- 1.
- 2.
- 3.

The mentor/mentee relationship is based on the following practical terms:

(Describe the practical terms of the relationship concerning confidentiality, frequency, and initiation of meetings)

- 1.
- 2.
- 3.

Signature

Mentor/Mentee

Date