

About the mentor programme

Good advice

Students are offered the opportunity to explore and develop their skills and possibilities in interaction with a mentor. You should therefore have an open attitude and good listening skills, and be capable of assessing the mentor's input and making decisions on that basis.

It is important that you are open to criticism – both positive and negative – and are clear about what the mentoring programme is for.

The mentor will expect you to have an interest in clarifying your career possibilities and to be prepared to work on the matter – both before, during and after the meetings.

As a student, it is important that you are motivated to develop, and are focused on learning from your mentor. It is therefore important that you are well-prepared and have considered the aim of the process.

A good mentor does not necessarily have to be a model for you, or someone who works professionally in the music industry – it could just as well be someone who understands you and the needs and challenges that you face.

A mentor is not a teacher or an omniscient person who holds all the answers and solutions, but is more of a sparring partner who can provide guidance, advice and constructive feedback on the basis of their own personal and professional experience.

Preparing for the mentor programme

Prior to the first meeting with the mentor, the student must send the mentor a CV, plus a brief description of the student's career goals and how he or she hopes to benefit from the meetings.

As a student, you should consider your own skills and your reasons for choosing the mentor in question. Before the first meeting, you should ask yourself the following questions:

- What are your expectations towards the mentor programme?
- What do you hope to get out of the mentor programme?
- Do you have any specific needs that you would like the programme to cover?
- What inspires you, and what are your concerns?
- How do you wish to use a mentor?
- What are your expectations towards the mentor?

The meetings

The meetings are designed to equip you to be better able to make the right career choice at the end of your studies. No matter how many meetings you agree to hold, it is important that you begin each meeting by agreeing on where the focus should be.

At the first meeting it is important that you harmonise your expectations and set a clear goal for the programme, so that you can decide on which areas and themes you will cover. You can also agree on more formal requirements, such as the frequency, scope and framework of the meetings. It is also about getting

to know each other and creating a good and open relationship.

The mentor programme could for example deal with:

- Obtaining insight into an industry, job function or career that you find interesting
- Providing inspiration for new work areas and career opportunities
- The transition period between studies and professional life (CV, applications, skills, networks, etc.)

Evaluation

After each meeting, it is a good idea to write down a summary of the conversation. This will allow you to reflect on and remember the good advice and guidance given to you during the meeting, and to use it as the starting-point for the next meeting.

Both the mentor and the student evaluate the programme at its conclusion. This is the first time that RMC is providing mentoring, so it is important for the Conservatory to acquire knowledge about how both students and mentors evaluate the initiative.

T-shaped skills

T-skills are a concept originally formulated by the design firm IDEO. IDEO describes I-shaped and T-shaped designers, respectively, as follows:

T-shaped designer

A designer with a specialised basic skills set, combined with breadth in his or her interdisciplinary skills. It is especially about possessing the empathy to work in interdisciplinary combinations and teams.

I-shaped designer

A designer who represents strong professional discipline, specialised and with deep knowledge, but without the empathic tools to work in interdisciplinary combinations.

Contextualisation

Professional T-shaped skills can for example be described as follows (core professionalism complemented by professional supplementary skills).

I-shaped skills

Professional profiles with deep knowledge, ability and skill within a specialised professional field.

T-shaped skills

Professional profiles with specialised basic professional skills and supplementary skills in one or more disciplines – e.g. a musician who specialises in facilitation and project management, or a musician who specialises in music teaching.

Supplementary skills

T-shaped skills can also provide a complement to a student's core academic competencies – not as a subsidiary academic skill, but more on the basis of a holistic approach, in which the student is seen as academically strong, but not necessarily professionalised.

Professional supplementary T-skills should be understood as part of developing and working with the student's self-belief and professionalization, including the entrepreneurial perspective.

I-shaped skills

The specialised professional skills that students acquire at RMC.

T-shaped skills

Focus on developing the student's T-shaped skills through reflection on and development of private, personal and professional skills.

An example might be:

Personal skills

Motivation, personal maturity and self-knowledge, morals and ethics

Contextual skills

Organisational skills – structure, routines, administration, communication

Relational skills

Social skills, leadership, co-operation, communication, networks