The Sino-British College, USST
Careers Service & Development System

1.1 Employability Statement

Methodology

The Universities UK report ‘Enhancing Employability, Recognizing Diversity’ (Harvey et al., 2002, P 17) states that employability development has three focal points: development of employability attributes; willingness to learn and reflect on learning and development of self-promotional and career management skills.

The SBC Careers Service & Development Centre (CSD) is committed to enhancing students’ independent learning, career employability, social adaptability and cultural awareness by offering a systematic competency model within a global context, and ultimately to facilitate the student’s rise to career success.

We encourage a spirit of life-long learning and desire to excel in one’s own chosen field of endeavour.

Three elements are embedded fully into the student experience in order to develop employability strategies.

CSD Web System

The comprehensive career website (careers.sbc-usst.edu.cn) has plenty of careers information literally at your fingertips, and the online system is a one-stop-shop for access to all our resources, which keeps students plugged into the many workshops, career events, job/internship posting and much more. When students register and participate in any events, the system automatically records all information and compiles individual progress files. This summary of students’ skills and experience is invaluable when making presentations to prospective employers to support job
1.2 Career Development Learning & Training

* CRAC, the Careers Research and Advisory Centre. CRAC is a world-leading career development organization with over 40 years of experience in creating and delivering training programmes within the fields of education and management. It works with undergraduates, postgraduates & professionals in many different contexts.

In association with CRAC, CSD has developed a series of bespoke career development training courses specifically for SBC students with the insights and skills necessary to successfully make their first career steps, working in the context of a global economy.

Referring to the work of Mertens (1974), with its concept of ‘key competencies’, and supported by the SHL Universal Competency Framework, a tailored SBC graduates competency model has been built up, which includes basic competencies, academic competencies and core competencies. The Competency Model is refined over time to further increase its relevancy and efficacy, and is modified in response to changing economic needs and circumstances.
Career development learning starts from Year One and carries on to the students' final year. It is designed to facilitate the development of self-awareness, opportunity awareness, career decision learning and transitional learning. Students recognize their own strengths, motivations, values, characteristics, develop a self-reflective stance to academic work and other extra-curriculum activities, establish future career goals and devise short/medium-term career development plans during and throughout their career development training.

The comprehensive and individualized career development training is divided into 4 phases. The First phase is Self-awareness – in terms of interests, abilities, personality, etc., in order to synthesize key strengths, goals and motivations into a rounded personal file. The Second is exploring careers knowledge, i.e. what work opportunities exist and what their requirements are for making career preparations, as well as developing core competency soft skills. The Third is building skills – including global business communication, professionalism in the workplace, how to write CVs, interview skills and the job market. The Fourth is making it happen – Through one-to-one career counselling; students make informed career decisions and clarify their career destination after graduation.
Guest Speeches
Industry Guest speeches enable students familiar with the external business environment, especially changes in the development of requirements for talents, to strengthen their concept of career development and improve their job competitiveness. Guest speeches focus mainly on the following themes: human resources and the job market, industry analysis, employer’s expectations on talent, international experience, etc.

Career Workshop
In association with ‘Randstad’, ‘Alexander Mann Solutions’ ‘FESCO Adecco’, CSD provides a career workshop focusing on employability skills enhancement and interaction between students and industries. It helps students transform knowledge into real practice through communication and experience with industry experts and headhunters.

1.2.1. Career Planning – Self-discovery
The job market of the 21st century offers more options and flexibility than that of the 20th century, but its volatility also requires that you become more resourceful, adaptable and pro-active. Today's status quo can quickly become obsolete. Learning how to do good career planning, therefore, is now an essential life skill for those who want to be engaged in their work, earn a good salary, and finish their lives with a sense of satisfaction, and not regret.

Training Objective
Careers Service & Development Centre (CSD) works to educate and advise students for career planning and preparation. CSD provide a series of bespoke career development learning and training integrated with assessment tools facilitates the development of self-awareness, as well as goal-setting in career planning.
## Training System

<table>
<thead>
<tr>
<th>Modules</th>
<th>Contents</th>
</tr>
</thead>
</table>
| Primary Careers Planning | 1. Who am I? (Assessment Report)  
  • What is self-awareness? Which factors will be related to self-awareness? (values, motivation, preference, talent, attitude…)  
  • Why do I need to recognize self-awareness? How important is self-awareness in career planning and management?  
  • How to develop self-awareness? Feedback & Disclosure; Personal analysis; Career Assessment  
| | 2. Where do I want to go?  
  • Why do I explore where I want to be?  
  • A vision of the possibilities for your career  
  • The obstacles in my path  
| | 3. How do I get there?  
  • SMART action plan |
| Careers Assessment & Career Decisions | 1. Assessment Report Explanation  
  2. Career Goal Setting |
| Careers Pathways for Various Academic Programmes | Business & Engineering programme careers pathways |

## Training Outline

**Super’s Life Career Rainbow (LCR) offers a developmental framework for career counselling.**

LCR is the cornerstone of Super’s life-span life-space theory, which comprises two major dimensions: life-span and life space. According to Super, an individual passes through different life stages: growth, exploration, establishment, maintenance, and decline or disengagement, when involved in career decision-making (Super 1980; Super et al 1996). These stages make up the life-span realm of the LCR that correspond to the development phases of adolescence, adulthood, middle age and old age. As for the life-space component of the LCR, Super maintained that people usually play nine roles at specific points throughout their lifetime: child, student, worker, partner, parent, citizen, homemaker, leisurite, and pensioner. He also noted that each life role tends to be played in a particular theatre, such as the home, school, work, or community. In today’s environment, life roles are often played in multiple
theatres. Super’s life-span feature is useful for identifying the stage of student’s career development and in formulating goals for counselling.

The Life - Career Rainbow

Career Planning 5 Steps

Use the “5Ws” to make a career planning.

Firstly, thinking about “Who am I?” , the career planning begins with self-awareness; we can learn about ourselves by self-analysis, feedback and disclosure and career assessment, so as to make a decision of our career goals.

Interactive Activity: “Value Auction”, which is designed according to the value theory of Spranger. He noted that there are six different kinds of value in world. They are the Theoretical, the Economic, the Aesthetic, the Social, the Political and the Religious. Different values mean different career goals. For instance, a person holds political values with the best fit job in a management field.
Secondly, think about “What do I want to be?” A career is defined as the combination and sequence of roles played by a person during the course of a lifetime. These life roles include child, student, worker, partner, parent, citizen, homemaker, leisurite, and pensioner. Life-Career Rainbow is presented as a means of helping conceptualize multidimensional careers, the temporal involvement in, and the emotional commitment to each role. Self-actualization in various roles, role conflicts, and the determinants of role selection and of role performance is discussed. In China, the family expectation impacts student’s career choice and “The ME Tree” activity has been tried in the classroom.

Thirdly, think about “What could I do?” in order to summarize your capability and potential. The career goal is based on capability, and the career future is based on potential. We can learn about the industry sector information through the internet, talks on campus, guest talks and career counselling.

Fourthly, thinking about “what does the situation allow me to do?” we could analysis the situation through subjective and objective aspects. Fully understand the situation, be familiar with career fluctuations, clear about status in career environment, new requirement and new conditions and so on.
Through the above analysis, we can get a conclusion of the advantage and disadvantage, list a career target, and think about “what is my career goal?”

An action plan is the key to realizing a career goal and career pathway. We can make a plan of work, training and education with short-term, middle-term, and long-term objectives. Short-term career goal is clear, achievable, realistic and setting with deadline.

Career Planning – Reality Check.
The career planning shall be adjusted constantly according to changes in the environment situation and self-condition. Make a detailed plan; establish an effective system of information screening, analysis and organization, so as to cope with the career fluctuations and redesign your career plan.

1.2.2. Career Competencies – Global Mindset

Global competency is the key to success in today's job market. Being “global ready” is imperative for competing in a demanding and constantly changing global economy. Global Competency is interpreted as "Having an open mind while actively seeking to understand cultural norms and the expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively in diverse environments."

The Global Competence Model™, shown below, is a culmination of comprehensive international research findings that have identified the unique compilation of knowledge, attitudes, and people skills that jointly comprise global competence.

A study from “The Global Competencies Project. Board of Regents of the University System of Georgia. 2009” shows that International/Intercultural competencies important to organizations:
## Training Objective

Cross cultural communication, as a crucial part in global competency, contains four stages of development. The first stage is interpreted as “Unconscious Incompetence (Blissful Ignorance)”. Students in this stage have no awareness that there are cultural differences between themselves and others from various cultures. The second stage is called “Conscious Incompetence (Troubling Ignorance)”. Students realize there are differences between the way they and people from another culture behave. In the third stage of “Conscious Competence (Deliberate Sensitivity)”, students realize there are cultural differences between people, meanwhile students know what some of these differences are, and try to modify their own behavior to be sensitive to these differences. In the highest stage of “Unconscious Competence (Spontaneous Sensitivity)”, students respond with culturally appropriate behavior, which now comes naturally to them.

The Careers Service and Development Centre aims to cultivate students to go beyond the third stage, reaching the status of being aware of cultural differences and adjusting behaviors accordingly.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the value of cultural diversity</td>
<td>100</td>
</tr>
<tr>
<td>Behaving appropriately and effectively in intercultural situations based on one’s knowledge, skills, and motivation</td>
<td>100</td>
</tr>
<tr>
<td>General openness toward intercultural learning and to people from other cultures</td>
<td>86</td>
</tr>
<tr>
<td>Knowledge of current international affairs</td>
<td>71</td>
</tr>
<tr>
<td>Cultural self-awareness and capacity for self-assessment</td>
<td>71</td>
</tr>
<tr>
<td>Understanding of the global economic context and the economics of globalization</td>
<td>57</td>
</tr>
<tr>
<td>Ability to speak one or more foreign languages</td>
<td>57</td>
</tr>
<tr>
<td>Understanding of gender differences in other cultures</td>
<td>57</td>
</tr>
<tr>
<td>Ability to work in one or more foreign business cultures</td>
<td>57</td>
</tr>
<tr>
<td>Understanding of world geography</td>
<td>43</td>
</tr>
<tr>
<td>Understanding of different political systems</td>
<td>43</td>
</tr>
<tr>
<td>Understanding of global environmental issues</td>
<td>29</td>
</tr>
<tr>
<td>Understanding of differences in world religions and the implications of those religions on business practices</td>
<td>29</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>
Training System

<table>
<thead>
<tr>
<th>Modules</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Global Business Etiquette”</td>
<td>• Building initial business relationships</td>
</tr>
<tr>
<td></td>
<td>• Business greetings and entertainment etiquette</td>
</tr>
<tr>
<td></td>
<td>• Gift giving and dining etiquette</td>
</tr>
<tr>
<td>“Global Business Communication”</td>
<td>• High-and low-context language</td>
</tr>
<tr>
<td></td>
<td>• Application of high-and low-context in business communication</td>
</tr>
<tr>
<td></td>
<td>• Non-verbal communication</td>
</tr>
</tbody>
</table>

Corporate Guest Trainers Boosting Global Competency

In association with “Business Chamber of Commerce Shanghai”, “CRCC Asia”, and “Thrive Energy Coaching & Consulting”, the Careers Service and Development Centre invites senior corporate professionals to be guest lecturers for the global business series. The lecturers deliver the global business courses to students by incorporating their real-world intercultural experience, and influence students positively through their global mindset and professionalism.
Training Outline

Global Business Etiquette

Being sensitive to cultural variations when making introductions will ensure your first encounter with a person from another country leaves a positive impression.

The procedure for making introductions varies from culture to culture. People from the United States and England use first names almost immediately; however, introductions are more formal in some other cultures. Titles are used when introducing people in Germany and Italy, as titles often indicate the person’s profession or educational level. In China, seniority plays an important role when making introductions. On formal occasions, normally people address another person by using his or her family name only. When you are dealing with a State-owned or government body, it is always appropriate to address the other party by his designation e.g. Chairman XX, Director XX or Manager XX.

Business Entertainment Differences

In South Korea: Dinner parties, drinking, and singing in Karaoke bars and sometimes in nightclubs. Playing golf together, spouses are not usually included.
In Spain: lunch or dinner in a restaurant, not in somebody’s home. Spouses rarely come along.
In USA: Dinner in a restaurant or at home. Spouses are often included. Play golf, tennis or racquetball. Guests may be accompanied or offered tickets to cultural or sports events.
Gift giving differences across cultures
Different countries attach different level of importance on gift-giving in business interactions.

<table>
<thead>
<tr>
<th>Lowest Importance</th>
<th>Medium Importance</th>
<th>Highest Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Australia *Canada *United States *European Countries</td>
<td>*Latin American Countries *Middle East *Pacific Rim Countries (Korea, Taiwan, China, Malaysia, Thailand)</td>
<td>*Japan</td>
</tr>
</tbody>
</table>

Global Business Communication
High-Context and Low-Context Continuum

Nov-Verbal Communication Differences across Cultures

<table>
<thead>
<tr>
<th>Small personal space</th>
<th>Large personal space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabs</td>
<td>Indians and Pakistanis</td>
</tr>
</tbody>
</table>
Time concept across Cultures

Regarding to the role of time concept in communication, the classic research is the theory of – Monochronic versus polychronic cultures. Monochronic cultures like to do just one thing at a time. They value a certain orderliness and sense of there being an appropriate time and place for everything. They do not value interruptions. They like to concentrate on the job at hand and take time commitments very seriously. In addition, monochronic people tend to show a great deal of respect for private property and are reluctant to be either a lender or a borrower. This is part of a general tendency to follow rules of privacy and consideration as well as adhere religiously to plans. If you live in the United States, Canada, or Northern Europe, you live in a monochronic culture.

Polychronic cultures like to do multiple things at the same time. A manager's office in a polychronic culture typically has an open door, a ringing phone and a meeting all going on at the same time. Though they can be easily distracted, they also tend to manage interruptions well and exhibit a willingness to change plans often and easily. People are their main concern (particularly those closely related to them or their function) and they have a tendency to build lifetime relationships. Issues such as promptness are firmly based on the relationship rather than the task, and objectives are more like desirable outcomes than must do's. If you live in Latin America, the Arabic part of the Middle East, or sub-Saharan Africa, you live in a polychronic culture.

1.3 Industry Link

In accordance with the CSD’s mission, an employability strategy has been developed with the specific purpose of providing SBC students with a strong advantage in the graduate employment market – to become the employee of choice for potential employers.

To date, SBC has established long-term strategic partnerships with 200 leading employers and professional consultancy institutions centered on a dynamic curriculum that will enable the development of graduate employability skills fostered through a range of work-related opportunities including student placements, student internships, student part-time and volunteer activities; according to SBC programmes,
CSD has developed strategic programmes ranging from student live-brief projects / work-based projects, company visits, vocational instructors committee, corporate scholarships, small job fairs and mock interviews, corporate social responsibility projects, employer branding promotion projects, Fesco-Adecco Way to Word and CEO for One Month. As a consequence of the distinctive nature of the programme, students have been enabled to apply their knowledge, deepen the workplace insights, values, communication skills, and provide evidence of their achievements in the related development of employability skills.

The Business Programme's strategic partners include Louis Vuitton, H&M, ZARA, NIKE, HSBC, Standard Chartered Bank, KPMG, DTZ, NürnbergMesse, Reed Exhibitions, Riviera Events, Saatchi & Saatchi, MSL China, MMI, Edelman, Touch Media, VNU Exhibitions and other leading companies.

The Engineering Programme's strategic partners include Siemens, Ingersoll Rand, Philips, Continental Automotive System, LENZE, SKF, Machaire, Lectra, ICD Security Systems, IMI, EMERSON, Valeo, Bosch, Haworth Furniture, FESTO, Autoliv and other leading companies.

The MMI Management Trainee Programme is sponsored by MMI Shanghai Co., Ltd for SBC Events Management Programme students. The purpose of the programme is to inspire outstanding academic achievements and to generate interest and awareness in the Events Industry as a whole. Applicants should have experience of event-related practice activities, either professional or intramural.

The Allegion Programme is sponsored by Allegion Security Shanghai Co., Ltd for SBC Engineering programme students. It grants scholarships based on academic study and career soft skills. Scholarship recipients receive internships and opportunities for graduate work.
1.3.1. Placements Curriculum – Explore Career Options

Field Trip and Company Visits Reflection

Careers Fair
Hilti Job Fair

About us

Hilti – A global company
Founded in a garage in Schaan, Principality of Liechtenstein, Hilti provides leading-edge technology to the global construction industry. Hilti products, systems and services offer the construction professional innovative solutions with outstanding added value.

A family owned global leader, with more than 21,500 team members in 120 countries on 5 continents, 200,000 customer contacts per day and more than 30 innovations per year - this is Hilti.

Hilti in China
Hilti (Shanghai) Ltd. was founded in September 2004 and is located in Minhang Industrial Zone. Our main focus is power tools assembly, supply engineering management, product design & testing.

DON'T MISS IT!

Hilti will hold its job fair in SBC next week. Please dress formal and bring your CV to attend.

Sign up via career@sbc-ust.edu.cn

Date: Nov. 25th, 2014
Time: 15:30 – 17:30
Location: Room 203, SBC Library

10:00, Nov. 6th – LRC 205
The leading companies in the exhibition industry!

2016 SBC Career Fair

The most valuable information for your Career Development!
了解知名企业的工作晋升通道！
升职加薪！迎娶白富美！走向人生巅峰！

How to apply the Career Fair/申请流程

1. Registration should be made online before the activities. Admission may not be guaranteed without prior registration.
2. Attendance will be given on a “first come, first serve” basis because of a limited space.
3. Those who apply successfully but fail to attend will not be eligible for the activities in this semester.
4. For more information regarding registration, please contact SBC department via career@sbc-ust.edu.cn
‘The best talents’ CSR programme

In cooperation with Fesco-Adecco, seven SBC students joined the “CEO for One Month” project in China this year. The successful candidate wins the opportunity to work for the Fesco-Adecco Corporate CEO directly for one month.
At the final round, Bruno, a Germany student, won the final winning ticket.

1.3.2 Job Choice – Decision Making

Job-hunting and Career Pathways Counselling

SBC Career Services & Development Centre focuses on supporting students to transfer from “students to professionals”. Students can sometimes feel lost when hunting for a job. Our career coaches help them pinpoint a clearer career path order to realize their career goals through the method of career counselling. Based on resources from International Employers Association and marketing research programmes, students can acquire the updated information from industries; they can know the skills employers require and what their career path may look like over the following three to five years.

Counselling Process

1. Building Trust
Career coaches get to know the needs and problems which students confront. Meanwhile, they show trust, openness and respect to the students.

2. Analyzing problems
Career coaches guide students based on scientific testing, personal summary and occupation tendency testing.

3. Exploring solutions
Career Coaches help students find solutions for the pursuit of career development. After performing a comprehensive self-analysis, students set a clearer career goal and
path according to the advice from career coaches and the labor market, and make an optimal action plan at the end.

4. Following Up
Career Coaches contact students regularly after the career counselling to understand how their career development has proceeded.

1.3.3 Career Information – Industry Sector

Career Pathways Options

Events Management Programme – to the Exhibition Industry

The exhibition companies are mainly run based by project. The difference between the exhibition industry and other industries are in their project department, operation department and marketing department. Graduates entry level positions are including Project Assistant, Marketing Specialist, Operation Specialist, Events Execution Specialist, Management Trainee and etc. The upper level can be reached as a Project Manager or Exhibition Producer in the near future.

Project Management Department

As one of the most important departments, the project management (PM) department manages the entire process of exhibitions, including exhibition producing, promotion, sales and events execution. It requires strong execution capabilities, communication skills, coordination skills and experience in every part of exhibition holding.

Marketing Department

The same as other industries, the marketing department plays the role of supporter. The key difference is that it is led by the PM department in most of the exhibition
companies, while it is an independent department in some multinational companies. It requires strong communication skills, that one is good at driving resources and strong internal co-operation capabilities. Language skills are also required by marketing department in multinational exhibition companies, since their exhibitions are presented worldwide.

Operation Department

This is the department responsible for executing events, which reports to the operation director and, via doc. line, to the project manager. It is responsible for booking places according to the requirements of the exhibition, events design, sourcing components, managing suppliers, managing cost and the other execution related jobs. Beside strong planning and execution capabilities, emergency problem solving, adaptability and organization skills are also highly desired in this department.

Business Management Programme - to the Strategic Consulting Industry

Compared with general industries, the consulting industry is in a high-pressure and requires staff with a strong educational background, at least from 9-8-5 or 2-1-1 universities in China. Over 90% of staff in this industry holds a Master's Degree from Ivy League or UC universities and Red Brick universities.

The entry level positions are Analyst – Quality, Analyst – Quantity, Project Specialist and other project based positions. The Analyst requires strong mathematical knowledge, analytical skills, logical thinking and a very systematic approach. The Project Specialist should be result-oriented and requires outstanding problem solving capabilities, to be highly efficient and to have excellent communication skills. Consulting skills and faster learning capabilities are also quite important for this position.
**Mechanical Engineering Programme - to the Advanced Manufacturing Industry**

Compared with the general manufacturing industry, the advanced manufacturing industry depends to a high degree on automatons, on implementing lean manufacturing or 'six sigma' manufacturing; has modern equipment; use leading management system. Meanwhile those items are all used to develop and design new products, update technology, even establish new modes of standardization. The auto/auto parts industry, the semiconductor industry, the new energy industry, the automation industry and other green manufacturing industries can all be included in the advance manufacturing industry.

The entry level positions in this industry are EHS Engineer, Quality Engineer, Production Engineer, Supply Chain Engineer and Engineering/Process Engineer. The career goals for three to five years are becoming a Functional Supervisor or Manager, and for the first five to eight years, to be promoted to a position as Department Manager. After that, the potential candidate could be promoted to Director or Regional Department Manager (China or Asia Pacific region).

This industry requires a good technical background and job related degree. The potential candidate should be creative, humble, show strong team spirit and patience, be willing to follow with plans and exhibit good problem solving capabilities. Language skills are very important because most of the core technical centres are abroad.
Electronic & Electrical Engineering Programme – to the IT & E-commerce Industry

The IT industry and the E-commerce industry are the most popular industries at present and they have a huge demand for talent with a good technical background. The technical department and the product management department are the core departments in the IT or E-commerce industry. As a fast booming industry, the workload is quite heavy, but the payment is attractive and the potential candidates will be promoted in the short term.

The entry level positions in these two industries are Technical Engineer, Product Assistant, Design Assistant, Operation Specialist and other related positions. The final career goal is to be a department head even COO/CEO of the company.
1.4 Alumni Networks

The SBC International Alumni Association (SBCIAA) was established in 2011 with the graduation of SBC’s first cohort of graduates. The association will serve as a lifelong connection between alumni and SBC College. SBCIAA is committed to graduates’ career advancement and beyond. It has long been developing an outstanding platform from which graduates can expand alumni networks, share career experience, update knowledge base, seek potential business opportunities and promote career development, etc.

SBCIAA’s Alumni Council was established in 2013. Based on its mission and objectives, it consists of a Secretary Office, Communication Department, Careers Development Department, Data Analysis Department, and Event and Media Department. The Alumni Council, to a large degree, promotes interaction and communication among alumni, college and corporations. In the same year, SBCIAA launched its Overseas Alumni Ambassador Programme. It enables prospective SBC students studying abroad to acquire information about UK culture, academic resources, local life and career services in advance.

Alumni keep in touch with SBC and with each other through various online and offline channels. SBC holds career salons regularly to allow its graduates to share industry information. Additionally, SBCIAA holds company visits to where alumni work so as to receive feedback on SBC graduates’ performance and help them realize a sustainable career development path. Moreover, the annual SBC Homecoming Day is held in December every year. This grand occasion offers alumni an excellent networking opportunity. SBCIAA also applies Information and Communication Technology to the integration of resources and offers full services for its alumni. Diverse online platforms (an official website and WeChat) have become an important part of these integrated resources.

Our Mission
We are committed to alumni’s career development and beyond….

Our Objectives
(1) To spur on graduates’ career development:
• To provide professional advice to help with career decisions
• To provide information on job opportunities and career development
• CV & Interviews, workplace psychology counselling.
(2) To create a networking platform for graduates to keep in touch with fellow students and SBC:
• An on-line communication channel between students in the UK & Shanghai
• A platform for interaction and access to current industry and market information
• We support homecomings, cultural exchange salons and other reunions.

(3) To provide ongoing support and services:
• Develop informational materials, training, and resources on further education
• Providing information on overseas study and life experience
• Issue degree transcripts, certificates and general queries

Our Services

Our Alumni

SBCIAA provides different valued careers services to alumni with different backgrounds, including:
• Alumni Studying Overseas (2+2, 2+1+1, 3+1 study paths)
• Alumni Completing College Study in Shanghai (4+0 study path)
• Alumni Returning from Other Countries (all graduates pursuing career development at home with experience studying overseas)

SBC overseas alumni are distributed in 9 partner UK universities in 3 areas of the country. Therefore, there are 3 overseas branches of SBCIAA -- Sheffield Branch (University of Sheffield and Sheffield Hallam University), Leeds Branch (University of Leeds, Leeds Beckett University, University of Huddersfield, and University of Bradford), and Manchester Branch (University of Salford, Manchester Metropolitan University, and Liverpool John Moores University).

SBCIAA pays close attention to young undergraduate alumni studying abroad. It offers them the necessary guidance on their overseas studying experience and career planning.
• Sharing Overseas Experience
Integrating the resources of senior alumni in UK, SBCIAA provides prospective SBC students studying abroad with the ability to acquire information about UK culture, academic resources, local life and career services in advance.

• Career Information Delivery
SBCIAA also keeps regular contacts with overseas alumni to deliver career development information to them. It enables them to make their own career plan when studying abroad. SBCIAA’s services to overseas alumni lay a solid foundation for their career development back home in the future.

1.4.1. Alumni Career Service – Life-Long Support

Alumni Career One-On-One Counselling
Alumni One-on-One Counselling is one of the most important SBCIAA services. Junior alumni with an overseas study background are the main beneficiaries. The purpose of one-on-one counselling is to help them obtain job-hunting skills rather than provide job opportunities directly to them. The key to this task is to help alumni analyse their own interests, talents and skills, lead them to set their own career goal.
and find out the gap between their goals and current situations, and guide them in narrowing the gap.

**Common Questions:**
- I don’t know what kind of job is my favourite, what job fits me best. I think I can do any type of job, what shall I do?
- I just finished school in UK and came back home. Now I have difficulty in job hunting. Can you recommend some channels for me?
- I feel hopeless about my current job. Should I get a new one?
- I want to change my current job. But I have no idea what kind of job I should get?

Currently, alumni receive one-on-one counselling by one-on-one, face-to-face or telephone counselling. This counselling is targeted and tailored to alumni’s needs. The whole process is based on the discussion on alumni’s career goal and their situations such as individual talents and challenges.

(Alumni Career One-On-One Counselling Process)

**Alumni Career Coaching Programme**
Senior alumni at the workplace are the main beneficiaries of the Alumni Career Coaching Programme. Facing an increasing number of working issues, they ask SBCIAA for help. To solve their problems, SBCIAA invites corporate guests with senior management background in different industries to be their external career coaches, offering them practical and insightful advice quarterly.
Alumni Career Workshops and Networking Events
All SBC alumni at the workplace not only get access to the resources provided by SBCIAA to solve career concerns online, but also have a chance to expand their career networks via diverse offline career workshops and networking events.

Six senior managers and HR directors from multi-national companies attended the alumni career workshop in December, 2014. The heated and thought-provoking discussions were held on the topic of “Is job hopping a career killer or saviour?” The panel of guest speakers analysed the opportunities and challenges of changing jobs based on their personal experiences. Inspired by the various arguments, alumni attendees participated in the debate by raising questions and sharing viewpoints.
Forty alumni gathered together to talk about their career development needs in June, 2015. They shared their current 'bottlenecks' at work and expected relevant career training needs. Among them, most alumni want to optimize their working methods so as to increase their working efficiency and effectiveness. At the same time, they also want to improve their soft skills such as communication skills, teamwork skill and leadership skills, etc.

1.4.2 Career Advisor – Mentorship Programme

SBC regards alumni as precious resources for the education of fellow students. Top student leaders have developed into excellent alumni mentors after graduation. With alumni’s development over the years, our alumni have become a great source of support and encouragement for the growth and development of SBC students.

The Alumni-Students Mentoring Scheme is defined as ‘a method of assisting another person to move effectively and efficiently through a system by sharing short cuts, contacts, technology, methods, and skills. It involves a willingness to share experience and knowledge, success and failures by both parties – mentor and mentee.’ The mentoring pairs communicate face to face or via telephone and email. Students reflect on their learning in a continuous professional development portfolio. Mentoring
relationships enhance students’ employability by allowing them to access real organizational case studies and to share business knowledge and experience.

**Categories of Mentees’ Questions**

1. Study Guidance
2. Academic Advice
3. Internship / Part-time Jobs
4. Further Study
5. Job Hunting

**Hot Topics among Students of Different Years**

Year 1 to Year 3:
- Career Planning
- Industry Insight
- Overall Development

Year 4:
- Post-Graduation Plans
- Further Study Application
- Fresh Graduate Job Hunting
- Industry Insights

“SBC gave me key transferrable skills that helped me stand out among graduates from other universities.”

-- Yuqi Fan, Electronic and Electrical Engineering

“Drawing from my mentor’s experience was invaluable in terms of my own professional development, from completing coursework through to gaining insights into what the professional world is like”.

-- Xiao Yang, Mechanical Engineering
Case 1:
With a Bachelor’s Degree in Electronic and Electrical Engineering, Yuqi Fan (Class of 2011) got a job in Continental after graduating from SBC. As a testing engineer, he performed very well in the workplace. During his free time, he has kept in touch with Yang Xiao (Class of 2014). Being his alumni mentor, Yuqi Fan helped Yang know more about the workplace and eliminate his career concerns. As a result, Xiao Yang graduated from school with an excellent academic performance and received a job offer in Continental as well.

Case 2:
After Xiao Yang (Class of 2014) began his career path, he kept in touch with SBC students from all grades. He likes to share his own story with others because of the help he received from so many people during his college time. Xiao Yang thinks students nowadays should be more open-minded. He is trying to lead them to a better understanding of the world of careers. The following are his suggestions to current students:

- It seems that most students always look for jobs fitting their majors. However, this is not always the case. The more skills you acquire, the greater your value. You cannot easily make a judgement as to whether a job fits exactly your major any more. Your major can only be part of your consideration when looking for a job. It is your diverse skills and open mind that makes you stand out!
- Students tend to have various ideas; however, they need to work hard to realize the value of their words. They only know the glorious side of a job, ignoring the fact that it is just part of the story. It is better to have an idea while preparing well for its implementation.
- Students on campus know little about the operation and positions of a company. This is due to the fact that they have difficulty in self-positioning. Actually, the more you know the organization, the lower the possibility that you will get lost.
- Students should learn to be more persevering. Some students fail to work as an intern in the same company for a long time. They quit because of some so-called problems. However, the truth is that there is no perfect company in the world. It is better to get accustomed to a company rather than keep an eye on its problems.
In 2014-2015 Academic Year, 4 pairs of new mentors and mentees joined in Alumni-Students Mentoring Programme.

- **Mentor** – Anbo Cui, 2013 Graduate, 4+0 Path, Electronic and Electrical Engineering, Deloitte, Senior Auditor
- **Mentee** – Hanxiao Ji, Year 3 Student, 4+0 Path, Events Management

“My mentor and I talk a great deal about the working status in an accounting agency. She is always willing to share her experience with me. I benefit enormously from this, especially when I have an internship in that area.”

-- Hanxiao Ji

- **Mentor** – Jialei Hua, 2013 Graduate, 4+0 Path, Electronic and Electrical Engineering, Lend Lease, Project Assistant
- **Mentee** – Wenyuan Zhang, Year 3 Student, 4+0 Path, Electronic and Electrical Engineering

“I am similar to my mentor because both of us like challenges. She helps me to be the person I aspire to be.”

-- Wenyuan Zhang

- **Mentor** – Ju Chen, 2013 Graduate, 4+0 Path, Mechanical Engineering, ZF Lenksysteme, R&D Engineer
- **Mentee** – Qiming Yu, Year 2 Student, 2+2 Path, Mechanical Engineering

“My mentor has rich experience and reflection on career development. Therefore, I can learn a lot from him. At the same time, he helps me to develop my problem-solving skills.”

-- Qiming Yu

- **Mentor** – Qi Ma, 2013 Graduate, 4+0 Path, Events Management, British Chamber Shanghai, Government Relations & CSR Officer
- **Mentee** – Qingyu Zhou, Year 2 Student, 3+1 Path, Events Management
“Thanks to SBC's Alumni-Students Mentoring Programmes, I got to know more about career development in the events industry. My mentor elaborates this topic clearly to me, linking with her daily work. She also encourages me to try different functions and find out what suits me best.”

-- Qingyu Zhou

“In order to provide the most valuable and useful advice to my mentee, I tried to find out her personality and hobbies, etc. before I offered any advice. My mentee is similar to me in some way because she has high expectations of herself and expresses no hesitation in making efforts. I hope my previous experience can somehow lead her in the direction she wants.”

-- Qi Ma

(Mentor Qi Ma & Mentee Qingyu Zhou)

1.4.3. Alumni Sharing – From School to Work
SBCIAA occasionally invites outstanding alumni to be the guest speakers for current students. They share memories of SBC and career experience with students. On the one hand, this establishes a benchmark for junior students to make their own career plans. On the other hand, it helps senior students to make a smooth transition from students to professionals.

Six excellent alumni at workplace from three different industries attended Alumni Sharing Salon held by SBCIAA in November, 2015. They shared their overseas-study experience and stories about job hunting and workplace adaption as overseas returnees with 50 current students at the Alumni Sharing Salon. Students showed strong interest in alumni’s stories and discussed with them in person for further information after the salon.

Linking with personal successful experience, they expressed their own opinions on the following issues:

- SWOT Analysis of Study Abroad
- Talent Market for Overseas Returnees
- Overseas Returnees’ Workplace Adaption
- How to Prepare for Better Career Development during the Time Abroad?