



Leeds Mentoring

2021-2022 Leeds Peer Mentor Manual

We make a living by
what we get; we make
a life by what we give.
~ *Winston Churchill*

Leeds School of Business Peer2Peer Mentoring Program Mission Statement

To support first year and new students in their transition to the Leeds School of Business by encouraging academic, social and community involvement.

Mentorship Objectives:

- To foster a network of support for First-Year/New Leeds students
- To aid in the academic, emotional and social adjustment of First-Year/New students
- To grow a culture of giving and volunteerism at the Leeds Business School
- To promote leadership skills in the student body
- To encourage the development of student relationships with other Leeds students and staff
- To provide consistent, reliable sources of support, information and inspiration to first year students

Peer Mentor Position Description

The Leeds peer mentor is a sophomore, junior or senior student who provides leadership to a group of approximately 1-3 new Leeds students making the transition to college life. The Peer2Peer program runs from summer 2021-May 2022.

Mentors assist in achieving the goals of the program which are:

- To foster a network of support for first year Leeds students
- To aid in the academic, emotional and social adjustment of first year students
- To grow a culture of giving and volunteerism at the Leeds Business School
- To promote leadership skills in the student body
- To encourage the development of student relationships with other students and staff
- To provide consistent, reliable sources of support, information and inspiration

Qualifications

For consideration, candidates must possess the following qualifications:

- Be a Leeds School of Business student
- Have a sincere desire to help first year students in the transition to Leeds and to CU Boulder
- Have at least one full academic year remaining in their academic career
- Have a cumulative GPA of 2.75 and be in academic good standing
- Possess strong interpersonal, communication and time management skills
- Must be able to commit to volunteering 1-2 hours of contact per week
- Must be able to commit to completing all required mentor training
- Be able to relate to people from diverse backgrounds

Responsibilities

Peer mentors will have the following responsibilities:

- Provide support, guidance, encouragement and information to first year mentees
- Maintain high levels of confidentiality and ethical standards
- Contact mentees over the summer for introductions
- Check in with mentees weekly (Facebook, text, email, phone all acceptable) for the first 6 weeks of semester
- Meet 1:1 with mentee(s) each month to talk about mentee's personal goals
- Advise and refer mentees to appropriate university resources
- Attend required training dates

Peer Mentor Agreement

The University of Colorado at Boulder aspires to be a place where the quality of education is enhanced and enriched by a diverse campus community — where all students benefit from multicultural experiences. It is expected that mentors will be welcoming and inclusive of everyone, including, but not limited to race, ethnicity, gender, sexual orientation, ability or religion.

Peer mentors must maintain professional relationships with mentees throughout their participation in the program. Peer mentors may not be romantically involved with any of their mentees. Likewise, mentors are restricted from purchasing alcohol/marijuana/illegal substances for mentees and/or partaking in such substances with mentees. Infractions are grounds for immediate removal from the peer mentoring program. Peer mentors may also be dismissed from the program if found in violation of the student honor code or student code of conduct.

Peer mentors are required to complete all required online and in-person training. Mentors are also strongly encouraged to be available and on campus for new student welcome week and to participate Leeds Launch Day (dates TBD).

Mentors are expected to maintain confidentiality of personal and academic information concerning their mentees. However, the Director should be notified in cases of stated or implied threats to the personal safety or wellbeing of peer mentor or mentee, the reporting of any form of abuse, or situations beyond the expertise of the mentor.

Specifically, mentors should:

- a. Contact assigned advisees *at least* once over the summer prior to arrival on campus
- b. Connect with each assigned advisee *at least* once per week- either in person, phone, Facebook, email- for the first 6 weeks of the semester
- c. Meet face to face with each mentee monthly to review their goals

I have read and understand the expectations, responsibilities, and duties set forth above. In consideration of my participation in the Leeds Peer Mentor Program, I agree to abide by the terms of the agreement. I understand that my failure to abide by the terms of this agreement may result in my removal from the program.

Signature

Date

Print Name

Mentor Code of Ethics

Commitment

Fulfill your obligations to the program. Show up for things when you say you will be there. Show your first year student that you are there for them by being reliable and consistent.

Competence

Don't talk about things that you don't know about. If you are unsure of something, ask an expert.

Respect

Value and support the difference of others. Respect an individual's right to make their own choices in their lives. Give mentees the space to figure out their own problems. Listen and accept different points of view.

Responsibility to Self

Ask for help when you need it. If a situation feels wrong, talk to the director about it. Practice good self-care.

Responsibility to mentee

Maintain mentee confidentiality.

Orientation/Registration Information

Orientation/Registration Programs

CU Boulder offers an online orientation program. Students will be directed to watch campus related videos through their D2L account. Students will have a registration hold on their account and must complete the D2L modules “Advising at Leeds” and “Enrollment in Classes” to lift the hold.

Registration

The Leeds advising office will be pre-registering MOST students for the following classes:

BCOR 1015- Introduction to Business (3crd) *2/3 of the FR class will be registered for this course*

MATH 1112- required math class for ALL business students (4crd).

ECON 2010- Microeconomics (4crd)

BADM 1250- Leeds First Year Seminar (1crd) *RAP/Leeds Scholars students are REQUIRED to take this class*

*** It is advisable to check in with your mentee to see if they have any AP/IB credit that needs to be sent in to CU Boulder's Admissions office. We want to prevent first year students from enrolling in any Arts & Sciences Core classes that they may not need to take.*

Leeds Launch Day- TBD

Leeds will be hosting Leeds Launch Day for students, but in a modified online format. The details of this new formatting are still in discussion with campus.

You cannot do a kindness too soon, for you
never know how soon it will be too late.

~ Ralph Waldo Emerson

Summer Communication with your Mentee...

Contact your mentee by phone as soon as you receive your assignment during the summer. Introduce yourself and share some basic information (like your major or what groups you are involved in). Explain that you are their Leeds peer mentor and tell them a bit about the Leeds Peer2Peer Mentoring program (some students may not remember that they signed up for this program or may have had their parents sign them up for the program. INTL students are automatically enrolled).

Mentees are likely to be shy in the beginning. Try to get them talking by asking lots of open ended questions. Here are some sample questions to help break the ice:

- Where are you from? What is your hometown like?
- What did you do over the summer?
- What made you decide to come to CU? Leeds? What other schools were you considering?
- Did other students from your high school come to CU/Leeds this fall?
- What interests you about business?
- What aspect of college are you most excited about? Most concerned with?
- What kind of activities would you like to do this term?

✓ Call each mentee for introductions. Find out what they are interested in, perhaps what their goals are for the semester.

✓ Check in with your mentee to make sure they have completed their required D2L modules “Advising @ Leeds” and “Enrollment in Classes” and have unlocked their registration window.

✓ Check in about AP/IB credit. Do they have any? Have they sent their scores to CU Admissions?

✓ Teach your mentee how to view their degree audit to see what they are registered for. Do they need to add a class? Do they have any transfer credit? Are they enrolled in a class that they have transfer credit for? Provide advice on adding an A&S core class if needed.

✓ Teach your mentee how to check their CU email. Recommend that they check it regularly and get in the habit of checking email daily during the semester.

✓ Follow up with an email to each person- if they expressed an interest in joining a club, send them the link to that club, etc. Remind students to check their Colorado.edu email address.

✓ If you are both local and are able, provide a tour of campus and show them where their classes are.

Peer Mentor Responsibilities

May

- Complete your online New Mentor Orientation via CANVAS
- Update your mentor bio in the mentoring software
- Make sure all your social media is clean and locked down

July- August

- Call mentees before their arrival on campus- make sure they have the information they need for registration (see previous page)
- REQUIRED Attend peer mentor training on tentatively August 18th in person (potentially online)
- Plan a campus tour to find classes and buildings
- Assist new students with registration questions. Refer to Leeds Advisors as needed.

September

- Attend Kick Off BBQ (dates TBD) with your mentee group
- Take your mentee on an insider's tour of campus; answer questions about classes, books, etc.
- Make contact with each of your mentees at least one time per week
- Survey your mentees to see what type of activities they would like to be involved with this semester. Connect with appropriate university clubs and organizations.
- Have your first 1:1 meeting with your mentee(s) to discuss their SMART goals and mentoring agreement by September 30th
- Make a special effort to ensure that international and out of state students are transitioning well. You may want to check up on them more frequently.
- Contact director by September 15th to report students that may have dropped the mentor program

October

- Assess mentees on "September/October Transition Checklist"
- Make contact with each of your mentees at least one time per week
- Meet with your mentees face to face once this month to review SMART goals
- Provide support, tips for successful mid-terms. Consider organizing study groups for students in common courses.

November

- Remind mentees to attend required First-Year group advising sessions to remove holds
- Meet with your mentees face to face once this month to review SMART goals
- Assist mentees with class registration questions. Refer to Leeds Advising as needed.
- Complete a 'Mentor Check-in' with P2P Executive Board
- Talk about off campus housing options

December

- Provide mentees helpful tips for finals

January

- Welcome your mentees back to campus, inquire about their winter break
- Set meeting times for spring semester
- Meet with your mentees face to face once this month to review SMART goals/ create new goals

February

- Remind your mentees to attend required First-Year group advising sessions to remove hold
- Assist with new P2P mentor recruitment
- Consider joining the P2P executive board

March

- Encourage mentees to begin making summer plans (internships, classes, etc.)

April

- Assist with registration question
- Have some sort of “closure” event with your mentees
- Encourage mentees to join the Young Alumni Mentors program

What does a mentor do?

There are lots of different roles a mentor can assume. Which role a mentor assumes depends on the needs of the mentee. On any given day, the mentor may perform one or all of the roles.

Trusted Friend

The first role you must establish with your mentees is that of trusted friend. Your mentees will be more likely to listen to you if they know that they can trust you and rely on you. Once you are a friend, you will know enough about your mentees to help them with their transition to college. Developing trust takes time and patience. You really can't get to know someone through just email or text. Take the time, especially in the first 4 weeks, to meet with your mentees in person.

Strategies: be available spend time with your mentee, clarify their expectations, establish and maintain boundaries, keep things confidential, be empathetic- as mentees show that they trust you by coming to you with questions, let them know that you find them trustworthy also.

Teacher

As a teacher you will be expected to share your knowledge of the in's and out's of being a CU student. You may want to teach your mentees how to use D2L, how to read a course syllabus, or how to study for business classes. Share what you have learned from your mistakes or blunders. It will help your mentees to realize that no one is perfect! Some students are just interested in "just the facts". They want explicit instructions and details. A teacher can help introduce students to learning specialists and tutors to help them with academic issues.

Strategies: facilitate study groups; demonstrate effective study strategies, set learning goals, share personal experiences

Counselor

The role of counselor requires the mentor to establish a lasting and open relationship. In order to create a trusting relationship, the mentor needs to stress confidentiality and show respect for the mentee. A mentor can promote confidentiality by not disclosing personal information that the mentee shares. The mentor should always show respect by listening carefully and attentively to the mentee and by not interrupting the mentee while s/he speaks.

The counselor role also encourages the mentee to develop problem-solving skills. A mentee must be able to think through problems rather than always depending on the mentor to provide the solution. The mentor can develop the problem-solving skills of a mentee by advising the mentee to first attempt to solve the problem before seeking assistance.

Strategies: practice active listening skills, use the problem solving stages in this manual

Motivator

You may need to motivate your mentees to help them succeed at their job of being a college student. The best way to motivate someone is to provide them with frequent, positive feedback. Positive feedback can be a great morale booster. It helps to remove self doubt and to increase self esteem. You may find after the initial month of school that your mentees start to question why they are here, their confidence in their study skills, their previous friendships, etc. Just a simple "Hey, I notice you are working through some stuff and you'll make it through" can go miles with your mentees.

Strategies: provide opportunities for your mentees to motivate their peers, encourage them to lead a study group, role model positive and hopeful behavior

Sponsor

A sponsor creates opportunities for their mentee—opportunities that may not otherwise be made available. New opportunities can increase the visibility of the mentee, but mentors must be careful in selecting these opportunities. You don't want to set your mentees up for failure. Choose situations that you know your mentees will be successful. Being a sponsor can be as easy as introducing your mentee to a friend from the fraternity that they are interested in rushing or bringing them to a student club meeting that you are a member of.

Strategies: help student identify what activities they might find interesting, know what activities are available, and attend campus events with your mentees

Coach

Coaching your mentees might be the single most difficult role to master. There are times in a mentoring relationship where sensitively delivered honest feedback, rather than avoiding the issue, will help a mentee grow. When giving constructive feedback, the mentor should be descriptive about the behavior and not use labels, such as "immature" or "lame". The mentor should neither exaggerate, nor be judgmental, and should phrase the issue as a statement, not a question. Think of providing constructive criticism via the "sandwich" technique. Step 1: Think of what you want to say and why you want to say it. Step 2: Build the person up. Highlight some of the things that they are doing really well. Step 3: Now it's time to bring your concerns to the table. Do it clearly/concisely. Step 4: Build the person up again. Step 5: Follow up in a couple of days to see how they are doing.

Role Model

Think of yourself as a living, breathing human representation of the values and ethics of CU Boulder and the Leeds School of Business. Most mentees, in time, will imitate their mentor. Leading by example is going to be your most powerful tool. You can help model problem solving, involvement, empathy, and academic integrity. Keep in mind that you are being watched! Even your own missteps can be excellent lessons for your mentees. A good role model needs to be honest, but not perfect. Be as open and honest as you feel comfortable with your own life and experiences. Honesty allows you to be an authentic person who does not pretend to be something he or she is not.

Strategies: be authentic, be a positive influence, encourage your mentees to work together, show initiative

Referral Agent

Sometimes a situation with your mentee may be more than you can handle. This is when your knowledge of university resources comes into play. Knowing where to send a student and when is hugely helpful! There are some resources listed in the back of this manual. When in doubt, you may always call the Director for suggestions.

Strategies: know people and services on campus that help with 1st year issues, advocate for the student and their rights, practice ethical behavior

Door Opener

Think of all the things that you are involved with in your life. How did you get there? Was it through a chance meeting, did someone introduce you to someone else? As a mentor you can introduce mentees to your own network of friends, support persons, favorite faculty, etc... Invite your mentee to have lunch with you and your favorite faculty member, or introduce them to your favorite academic advisor. Sometimes these seemingly random encounters can open up a whole new world for a student.

Strategies: think about your network and identify people that might help to further your mentee's experience at CU

Typical First-Year Student Transitions from HS to College

New Academic Standards- College has much more reading materials required than high school. The reading is also expected to be completed and understood BEFORE class periods.

Differences in Teaching Styles- Some professors are brilliant, but are not great at communication. Some professors are more interested in their research than their students. In high school teachers are there because they love working with students.

An Abundance of Choices- A high school student's class choices are usually limited. They usually take their classes in the same building with the same students. A college student can be easily overwhelmed by the number of courses, departments, buildings and instructors. They can add up to a confusing array of choices for students.

Larger and more diverse classes- a large lecture class may be bigger than some high school's graduating class. The different class size, cultures and instructors are unfamiliar to many freshmen.

Attendance- In many classes attendance is not required or recorded. Most professors view attendance as the student's responsibility, and students who do not attend pay the consequence.

Time Management- Students' real challenge their first semester is how to manage themselves. They are expected to spend more time studying than in class. The ideal is 3 hours of studying for every 1 hour of class time.

Meeting new people- some students lack social skills to make new friends. Some students haven't made a new friend since 8th grade. Some are overwhelmed by the number of unknown faces they see in the college environment.

Roommates- For some students living with a stranger in an unfamiliar place can be very overwhelming

Social activities- Students often experiment with their newfound freedom. Lack of self-control at parties or poor judgment on a date can create additional stress.

Change in sleeping and eating habits- Most first year students adopt poor health habits. Many eat junk food and others stay up all night.

Questions about identity and values- The identities of many teenagers revolve around family or peer group values. Many new students have never considered what their values are or how new ideas might affect their behavior inside and outside the classroom. The process for developing their own identity can be stressful.

Financial difficulties- Many students come to college with no idea of how to manage a budget. Others arrive with concerns regarding paying for their college tuition.

Unfamiliar campus- Many college campuses are huge and new students often don't want to be seen carrying a map. Finding classes and buildings can be stressful.

- Taken from Peer Mentor Companion (Sanft, Jensen & McMurray)

Importance of Confidentiality

For the mentoring relationship to work there has to be a mutual understanding between mentor and mentee that conversations between the two of them are protected. Your mentees will begin to trust you when you are able to give them all of your attention and when you ensure them that what they tell you will be kept in confidence.

However, there will come times that you will find yourself in a situation where the information you receive cannot be kept confidential. The following are some situations where you will need to share information with others:

- If a student discusses with you a situation that could result in self harm or harm to others
- If a student has a condition that is beyond your ability to assist with (suicidal ideation, drug/alcohol abuse)

People you can share this information with:

- The Director of the Leeds Mentoring program
- Relevant professional staff (Counseling and Psychological Services, Hall Directors)
- Those who would already have access to confidential information without your assistance

People you cannot share information with:

- Parents (because of FERPA privacy laws; refer parents to the Director)
- Significant others
- Friends
- Roommates

If you ever find yourself in a situation that makes you uncomfortable, please contact the Director.

COMMUNICATION BASICS

Listen: Participate in the conversation by being an active listener and then ask questions to get more information

Communicate Clearly: Be clear about the facts, your opinions, and expectations.

Let the student solve the problem: In most cases the student already knows the answer and is merely looking for someone to ask the right questions and support them in coming to a decision. Avoid statements such as “you should”; you can direct the student to the appropriate resource and then let them solve the problem

Use your resources: We don’t expect you to know the answer to every question out there; however we do expect you to use your resources you have been provided with. It’s OK to make a mistake. That is how you learn and become better. However, don’t answer a question unless you are willing to take responsibility for the answer you give.

Use self-disclosure: As long as you think it’s helpful you should feel free to share experiences with your students. You should, however, avoid unhelpful statements such as “I had that problem and no one helped me”.

Stages of a mentoring relationship

1. Who are you?

Try to get to know your mentees and allow the mentees to know you. Be authentic. Be willing to spend some time getting to know them. Consider that you don't make a great relationship just through email and text. Don't shy away from the face to face meetings. You don't have to pretend to be something you are not. Showing that you also have struggles will increase your credibility.

2. Why are we here?

Clarify your role as a mentor. Your mentees need to know that you have a genuine interest in their wellbeing and success as students. It is also important for them to know what you can and cannot do for them. Let them know that you will always:

- Be Honest
- Be Committed
- Will maintain good boundaries
- Keep their stuff confidential
- Allow them the space to be themselves

Also let them know that you expect the same from them. It's ok to let them know when you are disappointed that they missed a meeting or did something disrespectful. Allow students the space to determine what kind of relationship they want with their mentor. Some mentees are going to want a lot of help and weekly face to face meetings. Others may be very satisfied with a weekly email or text with helpful hints and reminders.

3. Where are we going?

Work with your mentees to find out what they need and what goals they have for themselves. Let the mentee decide their own goals, not your goals for them. Keep copies of your student's goals (for example: store them in your phone so you can reference them before meetings). Monitor their progress by following up with them.

- What are some of the things you want to accomplish this semester?
- Tell me some of the greatest challenges you are having right now
- If you weren't afraid of failing, what would you do?
- What is something I can do to be helpful to you?

4. Are we there yet?

Every mentoring relationship must come to a close eventually. Reaching the end of spring semester doesn't mean that you will never see your mentees again. It just means that the relationship will change. Have some sort of closure with your mentees and leave the door open to them to continue a relationship if appropriate.

First Year Student Phases

Phase 1: Early Summer Anticipation

High school seniors graduate and look to the future. Students may feel sad about leaving their high school friends and the familiarity of their school, proud for completing high school, and nervous for what is to come.

Phase 2: Late Summer Jitters

Students dive head first into the unfamiliar college territory. A roommate, the university red tape, social world. It's all new to them!

Phase 3: The Honeymoon

First year students are now beginning to settle in a bit- they may have made new friends, know where things are on campus, are on top of their homework. AND there are no parental rules! Time to have fun!!

Phase 4: The Crash of the Honeymoon

Uh oh- students now realize that they have a lot of school work to keep up on. Student may start to miss the comforts of home and family. Homesickness sets in...

Phase 5: Hitting Bottom

Classes get harder, results from mid-terms are in, and transferring to a school closer to home is starting to look pretty good for some students. Parents' weekend comes and goes- first-year students may be hit with the harsh reality that life goes on for the rest of the family without them.

Phase 6: Primitive Coping Behavior

Into the first semester, students have learned how to use the library, their way around, and something about campus resources. They are finally making it on their own and self esteem starts to increase.

Phase 7: Realization

This is crunch time for first-year students. They frantically try to pull everything together before finals. Lots of stress during this time of the semester.

Phase 8: Putting it together

Second semester freshman year is when the clicking starts to happen. Students have learned how to balance social and academic life. Things are making more sense for them.

September/October First Year Transition Checklist

You are attending your classes and doing homework

- You are able to locate all of the classroom buildings
- You have been to the Norlin and Business libraries and understand procedures for using things there
- You know where to go for tutoring, writing/math/econ labs, academic help

You are comfortable with your schedule and the classes you are enrolled in

- You understand class expectations for each course
- You have introduced yourself to your professors
- You have met your academic advisor
- You understand the drop/add process

You have met at least one person in each of your classes

You are meeting people on your floor and in your residence hall

- You have attended floor meetings or activities
- You have met your RA and other staff in the building
- You have been to a hall council meeting

You are adjusting to having a roommate

- You have made a roommate agreement or had a discussion about use of your room
- You have worked out a sleep and study schedule

You are using your free time wisely

- You feel connected to campus and know how to manage homesickness
- You have plans for the weekends
- You know how to find out about clubs and organizations on campus
- You are getting enough time to study and sleep

Common First year adjustments by month

August

- Homesickness and feelings of insecurity are common.
- Sharing a room is a new experience.
- Initial adjustment to new academic environment and social life occurs.
- New and unfamiliar places and people seem overwhelming.
- Long distance relationships are navigated.
- Finding their way around campus is difficult.

September

- For some, homesickness is more intense. For others, it fades.
- Roommate conflicts begin to surface.
- Some begin to feel disenchanted with college life, finding it isn't what was originally envisioned.
- Academic reality arrives (long homework assignments, first quiz grades, test anxiety).
- Old study habits might not be working.
- Fears over first tests and papers.
- Coping with large classes.

October

- Fears about first college exams
- Some might feel a sense of failure associated with grades.
- Struggle to handle social pressures of drinking, dating, sexual activity.
- Time management conflicts are a common concern.
- Restlessness for a break or vacation.
- Some are feeling the physical effect from too much partying.

November

- Academic pressure rises due to procrastination or academic load is harder than expected.
- Student may focus efforts to maintain grades or make up for a rough start.
- Changes in weather, busy schedules, and poor eating habits make colds and sickness common
- Depression and anxiety can increase.
- Financial concerns can emerge.
- Roommate conflicts may begin or intensify.
- Concerns about living situations for next year.

December

- Final exams may mean all-night studying and extra efforts to secure desired grades.
- Excitement builds for winter break and family time.
- Time management pressures are common due to academic demands and extracurricular responsibilities.
- Students worry about what it will be like back home for winter break.
- Some students may wonder if their major is right for them.

Tips for Effective Problem Solving

The steps you take to solve a problem don't always follow a specific order. Being effective at solving problems includes having the flexibility to move between the stages as more information becomes available or as the situation changes.

Define the problem- Just what is the problem you are trying to solve? Some people waste a lot of time because they are not clear about what they want to happen. Get specific and determine what the decision is about.

Generating possible solutions- Brainstorm potential solutions to the problem. This will help you to come up with a list of options to review.

Gathering information- To come up with a good solution, you need to collect as much information as possible. After you determine possible solutions, find out as much as you can about each outcome.

Analyzing options- Look at the information you have gathered and your possible solutions. Are there any that you can get rid of? Which one do you want to try out?

Identifying obstacles- Look at your possible solutions and consider what problems you might face with each solution.

Establishing a plan- Be prepared!

Taking action- Taking action can be scary for some people. But action is the only way the situation is going to change! Just jump in and do it!

Evaluating and revising- When you evaluate your choices, you know when something is working and when it is not. Sometimes decisions need to be altered to come up with a more effective solution.

- Taken from Peer Mentor Companion (Sanft, Jensen & McMurray)

ABC's of mentoring students in transition

Acknowledge the student's reality. You cannot help the student if you do not understand his/her perspective. When you hear concern or frustration, do not assume that you understand the student's circumstances. Transition is a complex process involving many factors. Ask the student to explain his or her concern, and listen to the answer. Also ask the student to consider his or her assumptions, and help the student see the effect of these assumptions.

Be strategic and student-focused. After you have all the information the student is willing to share, ask what the student thinks she or he should do. Listen carefully to the response. What the student thinks she or he should do is often the best way for the student to solve the problem. She or he may not have thought it through, and rephrasing the response may make the student realize the solution. Many times mentors want to solve the students' problems for them, but it's important to focus on a student's goals, not your goals for the student. You can help the student determine whether the outcome is reasonable and, if so, how to go about realizing it. If the students cannot see beyond the immediate situation, perhaps you can offer an alternative point of view.

Commit students to do it! The student will not commit to a plan of action unless he or she has been involved in developing the plan. Help the student clarify his or her intentions, and promise to follow up. Most students are more likely to keep a commitment if they know they will have to be accountable to someone.

Taken from Peer Mentor Companion (Sanft, Jensen & McMurray)

Who Do I Call If?

Academic Advising (scheduling questions, deciding on certificates, etc)

KOBL s210 Phone: 303-492-6515

Employment/Internship questions:

Career Development, Leeds School of Business, Room s210

Phone: 303-492-1808, Email: leedscareer@colorado.edu

On campus employment: www.colorado.edu/studentemployment

Computer problems:

Information Technology Services

Phone: 303-735-HELP (4357) <http://www.colorado.edu/oit/>

Counseling and Psychological Services (CAPS)

Three Locations: C4C, S440 or Wardenburg, 1st floor, or Village Center 1st floor

Phone: C4C, 303-492-2277 for 24/7 support <http://www.colorado.edu/counseling>

Disability Services

C4C, N200

Phone: 303-492-8671 <http://www.colorado.edu/disabilityservices/>

E-Mail: DSInfo@colorado.edu

Financial Aid

Regent Administrative Center, Room 175

303-492-5091 www.colorado.edu/financialaid

Gender and Sexuality Center

C4C, Room N450

Phone: 303-492-1377 <http://www.colorado.edu/gsc>

E-mail: gsc@colorado.edu

Housing questions:

Department of Housing and Dining Services –C4C, 3rd floor

Phone: 303-492-6871 living.colorado.edu

International Student Questions

Office of International Education

C4C, S355

Phone: 303-492-6016 <http://www.colorado.edu/OIE/>

Email: oie@colorado.edu

Office of Student Conduct and Conflict Resolution

C4C, S430

Phone: 303-492-5550 www.colorado.edu/osccr

Email: studentconduct@colorado.edu

Legal Services

UMC 311

Phone: 303-492-6813 <http://www.cubouldersls.com/>

Off-Campus Student Services- assistance for students living off campus

UMC 313

Phone: 303-492-7053 ocss.colorado.edu

Email: och@colorado.edu

Office of Diversity Affairs (Leeds)

Koelbel, Room 260

Phone: 303-492-2129 <http://www.colorado.edu/business/students/office-diversity-affairs>

Office of the Ombuds- handles disagreements with faculty, roommates

C4C, Room N440

Phone: 303-492-5077 <http://www.colorado.edu/ombuds/>

Tuition and fee questions:

Regent Administrative Center, Room 150

Phone: 303-492-5381 bursar.colorado.edu

Email: bursar@colorado.edu

Office of Victim's Assistance

Center for Community, Room S440

Phone: (303)492-8855 cuvictimassistance.com

Email: assist@colorado.edu

TUTORS

Mathematics Undergraduate Mathematics Resource Center is open to any undergraduate enrolled in an undergraduate course through the Math Department. It is located in Math 175. The hours of the Undergraduate Mathematics Resource Center are as follows: Monday-Thursday 9-5pm; Friday 9am-2pm. It is a free service available to students.

Economics Tutoring

The Economics Dept. offers FREE, drop-in tutoring for any student enrolled in Economics courses. Tutoring is offered Monday-Friday at various hours. Schedule: www.colorado.edu/Economics/undergraduate/tutorial-lab.pdf

The Writing Center

<http://www.colorado.edu/ArtsSciences/PWR/writingcenter.html>

Walk in hours @ C4C and Williams Village North, and at Writer's Lounge in certain residence halls.

wrtghelp@colorado.edu or call (303)735-6906.

Residence Hall- all tutoring for students living in the residence hall is provided free of charge. Students should contact their RA or Community Assistant to get a referral for a tutor. Visit <https://www.colorado.edu/resources/academic-success-achievement-program-asap>, email asap@colorado.edu or call 303-735-3303

Norlin Writing Center- Norlin Commons. (303)735-6906 wrtghelp@colorado.edu

Mapping My Goals for Academic Success

Examine the courses you are taking this semester and complete this chart.

Course	Grade I want	What skills I need to do well in this class	Possible Challenges

Meeting with My Professors

Much of your academic experience in college is focused on the time you spend in class. Getting to know your professors is a MUST for students who want to do well.

Contact each of your professors this semester and introduce yourself. Try to get a better idea of what is required in the class and what you need to do to guarantee your successful completion. Check your class syllabus for your professor's contact information and office hours.

Complete the chart about your contact with your professors.

Course	Professor	Date of Meeting	Topics Discussed

Student Involvement Plan

What do you do in your free time?

What opportunities were you looking for in college?

When was the last time you were really excited about something? What was it?

If you were going to create a new special interest club or group on campus, what would it be? Why?

CU Resources- Paths to Involvement

- University of Colorado Student Union- massive list of all student groups on campus
- Athletics- (Intramurals/Club Sports) www.colorado.edu/rec-center
- Residential Life- residence hall associations, hall governments
- Community Health- student leader positions/pre-health exposure
- International Programs- international coffee hour (www.colorado.edu/OIE/)
- Student Academic Services Center- apply to be a tutor
- Leeds Specific student groups and government
- Career Connections- apply to be a career ambassador
- On campus employment- www.colorado.edu/studentemployment
- Diversity Issues- MBSA (Leeds), GLBT resources, Women's Resource Center
- Greek Life – www.colorado.edu/greeks

Personal Goal	CU Resources Available	Action Steps	Timeline for Completion	Outcomes

Registration Goal Setting

Classes I am taking currently	Grade I'm getting right now	Grade I expect to receive at the end of the term	I like this class? Yes/No

Have you considered some classes for the fall/spring term? List below...

1.

3.

5.

2.

4.

6.

Since you've been at CU, what has been your favorite class and why?

Think about the types of classes, subjects and learning environments that you've encountered so far at CU and respond to the following

☐ I've found that I enjoy...

☐ I seem to be good at...

SMART Goal Setting

Write down your goal.

Fill in the following table to show how your goals meets the SMART criteria.

Is it...?	Yes	No	Explain
Specific			
Measurable			
Attainable			
Relevant			
Time-limited			

What will be your reward when you reach the goal? In other words, how will reaching the goal benefit you?

What actions do you need to take to reach your goal? For example, do you need to gather information, obtain money, learn new skills, or make special arrangements? How much time will you need to accomplish each action? When should you have completed each action?

ACTION	ESTIMATED TIME	DUE DATE

List at least three possible barriers you might face as you strive to achieve your goal.