Leeds BUSINESS | Career Development

Leeds Mentoring Programs Mentor Handbook

"Partnering tomorrow's business leaders with the leaders of today."

Experience. Perspective. Connections.

June 2014

Acknowledgements
In preparing this handbook, we incorporated feedback from mentors and students in the Leeds Professional Mentorship Program (PMP), and the Leeds Peer2Peer Mentoring Program (P2P). We also referenced student and mentor guides from other alumni and corporate mentoring programs. In particular, we would like to thank and acknowledge using material from the following organizations: the Cornell Alumni-Student Mentoring Program, Xavier University's Williams College of Business Executive Mentor Program, the University of Houston's Wolff Center for Entrepreneurship, the Leeds School's Peer2Peer Mentoring Program, and Medtronic Corporation's Leadership Development Rotation Program. We would also like to thank all of our student and mentor-contributors for giving so generously of their time and counsel for this project.

This handbook is a guide that will evolve with the Leeds Mentoring Office. We welcome your suggestions for improving our written materials, as well as our programs. Your feedback will allow us to improve the quality of the mentoring experience for future Leeds students and mentors. You are always welcome to stop by our office in the Leeds School (Koelbel S220) or contact us at leedsmentoring@colorado.edu or 303.492.5881.

Leeds Mentoring Programs
MENTOR HANDBOOK

PROGRAM INTRODUCTION

Welcome to Leeds Mentoring Programs (LMP), a division of Leeds Career Development. Thank you for being a volunteer mentor! Leeds Menoring Programs merged with Leeds Career Connections in the fall of 2013, bringing together three of Leeds' mentoring programs - Peer2Peer (P2P), Young Alumni Mentors (YAMs), and the Professional Mentorship Program (PMP) for undergraduates and MBA students - and all Leeds professional development initiatives, under one roof. The programs covered in this handbook (YAMs and PMP) match students with mentors based on a variety of characteristics including: field of study, career interests, hobbies, and desired geographic location following graduation (primarily for PMP). Students in our programs benefit from valuable academic and professional advice and perspectives and have the opportunity to create unique and lasting relationships with business leaders. Mentors in our programs enhance the Leeds academic experience by serving as role models, coaches and advisors to our students as they ponder career choices and consider how to best apply and advance their newly acquired skills in the pursuit of their professional and personal goals.

Every mentoring relationship will be different, depending on the unique goals and interests of each mentor-mentee pair. Some of the many ways in which mentors can help their students include:

- Advice and assistance on academic questions, career options, life beyond college, and more
- Access to your professional network and networking opportunities
- Opportunities to practice and strengthen professional communication and presentation skills
- Hands-on learning opportunities and access to professional resources
- Help in defining personal and professional goals, and the strategies to achieve them
- Unique internship, site visit, and job opportunities
- Providing a friend and connection in the business world

All of the students and mentors in our programs are here because they chose to be here...thank you! We hope you will enjoy the experience and make the most of it!

> **"The beauty of the mentorship program is that students can come to us with any questions … As a student, you can really get outside advice from experienced people."**
> *— Michael Leeds, PMP Mentor and Former CEO, CMP Media*

Contact Us!

The Leeds Mentoring Programs office is here to support you. Please do not hesitate to send us an email or call if you have questions, suggestions, or concerns about your program, or if you have not heard from your student. Since our programs are still relatively new, we are continually learning and we rely on your insights to make them better. We value your feedback and will be asking you to complete bi-annual satisfaction surveys. Please take the time to let us know about your experience.

<u>Leeds Mentoring Office Contact Information</u>
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YOUR ROLE AS A MENTOR

As a mentor in our programs, you can provide the unique perspective of an "objective outsider" who may play contradictory roles – at times offering friendship and support, at other times posing tough challenges and sharing critical insights. Remember, it takes time to build a reciprocal, trusting relationship, and every mentor-mentee relationship will be unique based on the personalities, goals, and experiences of the student-mentor pair. If you and your student mentee commit the time and energy to build a solid relationship, we are confident your mentoring experience will be an enjoyable and rewarding one!

As a mentor, you are an invaluable resource for our students. However, you are not expected to do it all or be a "silver bullet" for your student's academic and professional needs. Your students have many resources available to them here, including: Leeds' Career Connections, Campus Career Services, Student Advising, Faculty Advisors, the Leeds Alumni network, student leadership programs, and a wide range of clubs and volunteer opportunities. We encourage students to make use of all of these resources, including their Leeds Mentoring Office program mentor, in preparing for a successful transition to the business world. (Refer to the "Leeds-at-a-Glance" page in the Resources for Mentors section later in this Handbook for an overview of other services and programs at Leeds.)

The Mentor Experience

While each experience will be different, this reflection from a current mentor provides insight into the potential rewards of the program, including a sense of satisfaction, inspiration, and enjoyment for students and mentors alike.

> "I have been a mentor of two students for the past two years, both of whom are graduating in May. I am so sorry to see them go but so very proud of both of them! Will I sign up to be a mentor again? Absolutely! If you are wondering why, I can summarize it in two words: inspirational and rewarding.
>
> It is truly inspirational. These students are bright, energetic and eager to make a difference. It is so refreshing to meet young adults that are excited about their future and wanting to find a career in which they can fulfill their goals but at the same time contribute to future generations.
>
> It is very rewarding. I got to know both of my students and learn about their interests and passions and discuss possible career opportunities. I was also able to connect them with other individuals in the business community, enabling each of them to secure internships during their senior year. Not only was this rewarding for me and my students, it was rewarding for the businesses that they are working for.
>
> If you have any doubts about this experience, don't! If you want to reconfirm your faith in our future business and community leaders, be a Professional Mentor. It is one of the most rewarding experiences you will have."
>
> — Dee Perry, PMP Mentor and Former CFO, McDATA Corporation

MENTORING PARTNERSHIP PLAN

To prepare for your first contact with your mentee we ask that all program participants review the "Mentoring Partnership Plan" associated with their program. The Partnership Plan includes required tasks and activities that will guide your partnership and help you stay connected with your mentee for the duration of your relationship. Your Mentoring Partnership Plan can be viewed by logging into the Leeds Mentoring Network at http://leedsmentoring.colorado.edu and navigating to the "My Mentoring Partnerhips" section, or by reviewing the "Partnership Plan & Due Dates" document under the "Resources" tab.

HOW CAN YOU HELP?

The following checklist provides a broad array of topics and endeavors that you might want to cover with your student mentee(s) over the course of your relationship. Please feel free to use it as a starting point and reference for coming up with your own ideas and agenda. Every student will have different needs and goals, which will inevitably change over time. Use what resonates with you and feel free to modify and adapt these ideas to fit your own mentoring style. Many of these ideas are included in the "Leeds Mentoring Office Activity Ideas and Checklist" in the Resources for Mentors section of this Handbook. It may be useful to review the checklist with your student periodically to discuss what activities can best help them achieve their mentoring goals for the year.

This section is organized according to various phases in the mentor-mentee relationship. It incorporates the collective wisdom and suggestions of previous and current PMP students and mentors. If you have other suggestions, please feel free to send your ideas to leedsmentoring@colorado.edu.

Initial Meetings: Getting to Know Each Other

1. <u>Establish the "Ground Rules"</u> – Setting some expectations and a schedule can help keep you and your student engaged and in-touch when you both get busy. The "Mentor-Mentee Partnership Agreement" provided in this Handbook can be used to clarify roles and expectations at the outset. Other suggestions for getting off to a good start include:

    - Set a Regular Schedule: We highly recommend setting a regular schedule for communication up front that will work for both you and your student MOST of the time.
    - Make it a "Two-Way Street:" Students are less likely to feel like a burden if they have responsibilities and feel like they're contributing something. Learn about their hobbies, travels, class projects, and perspective as a client or future employee.
    - Establish How You Will Communicate: Many students do not use email regularly. Ask about the best way to reach them. Let them know how to get your attention – via email (maybe use a special Subject Line?), how to contact your assistant, your mobile number, etc.
    - Create Accountability: Feel free to ask for "deliverables." Whether it's reading an article, doing some research, planning an activity, or calling a contact and reporting back to you. Make them put some "skin in the game."
    - Start a Mentoring Journal: This is a great way to help your students internalize what they've learned and will also provide you with insight into their perspective. Ask them to write a short paragraph after each of your discussions with their reflections/insights/questions and send it to you. This is also useful for identifying good topics for follow-up. A "Mentoring Journal Template" is included in this Handbook.

How Can You Help? Continued on Next Page

2. Build the Foundation – Get to know and respect each other and develop trust.

- Ask About Your Student: Their strengths/weaknesses, likes/dislikes, dreams/fears, values and goals... both professional and personal. Understand what makes them "tick."
- Tell Your Story: Share your career path and "life lessons," don't just focus on successes. Encourage lots of questions, talk about what you learned vs. what you did, etc.
- Goal Setting: Make a plan for the year(s), set some high-level goals and priorities you can come back to or use as the basis for future meetings.
- Ask Questions: Ask them to prepare answers to a question or two that will help you to better understand their values, motivations and passions. For example:
  i. Describe your ideal first professional position. Be as specific as possible (hours, location, salary, environment, etc.) Use this to set goals and define "measurable steps" needed to make progress towards their goals.
  ii. Describe your favorite job in High School or College. What did you love most? What was your favorite task and why?
  iii. What is your biggest fear? This may give an indication of where they are in their professional/ personal development, as well as give you an idea of where you can help early on.
  iv. Who are their role models and why? Make a list of 5 – 10 people that they'd like to be able to talk to and figure out HOW to make it happen!

Ongoing: Professional Development, Exploration, and Practice

3. Stock Their Toolbox – Practical things that you can do to help your student be better prepared, stand out, and be more strategic in their job and internship search.

- Offer to Review Their Professional Communications: This can include their resume, cover letters, and email requests. Help them tailor multiple resumes for different types of positions, and give suggestions on WHO to contact and HOW to get someone's attention in a letter or email.
- Help Develop Their "Business Mindset:" Suggest reading materials, send articles, recommend blogs, and suggest local or industry news sources, e.g., Denver Business Journal, Boulder County Business Report.
- Other "Soft-Skills" Development: Networking, business etiquette, appearance, agenda preparation, meeting planning and note-taking, thank you notes/follow-up.
- Advice on Using Social Media: Discuss how to use appropriately, the benefits and pitfalls, help them create their professional profile. Introduce them to your LinkedIn network.

4. Explore Possibilities – Give your student an idea of the range of opportunities available in a given field. Help your student to broaden their horizons and think creatively and realistically about what they want to do, where they want to go, and why.

- Brainstorming and Scenario Planning: Generate a "portfolio of options" and ideas to investigate. Think about some high risk/high reward options, as well as some safer "bets."
- Generate a List of Careers in Their Interest Area: Come up with a range of job titles within their major. What are the pros/cons of each? How do they differ from professional and personal perspectives? Help them think about "fit."
- Encourage Self-Evaluation: If your student is uncertain about their plans, suggest a Career Assessment test. The Leeds Career Connections office can recommend the best tool for your student's needs. An overview of various assessments is included in the Career Toolkit section of this Handbook.

How Can You Help? Continued on Next Page

5. Provide Hands-On Experiences – Giving your student opportunities for practice and feedback is invaluable. Provide, or encourage them to seek, opportunities to gain experience in a professional setting. Specific ideas for hands-on learning include:

    - Host Your Student at Your Office: Arrange for a tour, and set up meetings with professionals in various departments/roles that may interest them. Arrange for someone in your HR Department to review their resume.
    - Practice and Give Feedback: Help your student prepare for different types of interviews, professional meetings, a business lunch or dinner through hands-on experience. Debrief afterwards. Were there surprises? Awkward moments? Brainstorm solutions.
    - Make a Bet: Challenge them to call on someone they want to meet with or talk to. Reward them if they are successful.
    - Invite Your Student to a Professional Conference or Meeting: ...and de-brief afterwards. Why are you involved? Role of professional engagement, learning, growth and connections that associations offer.
    - Plan a Trip: If your student wants to relocate after graduation, help them plan a trip for informational interviews (especially if it's to your hometown). Connect them with your network locally or elsewhere. Encourage them to use the CU Alumni network to find other connections.

Later Stage: Hit the Ground Running!

6. Plan to Action – Early in the senior year, students need to begin focusing on specific steps they can take to achieve their goals. From exploration and practice, students now need to be pragmatic and action-oriented. You can help them with contacts and connections, while keeping their "feet to the fire."

    - Re-visit and Refine Goals: Review what they learned in their internships or what classes in their major they particularly liked. Create a "top 10" list of companies and positions they would like to get interviews with.
    - Identify Action Items and Resources: Help them develop their search strategy. Identify specific steps your student will take (research, attending Career Fairs or Senior Conferences) and what resources he or she needs to be successful, e.g., connections, references, background reading, an example of their work or a class project, a new suit!
    - Provide Connections, Insights, More Practice: Share what you know about companies or individuals. Help your student with their research or by opening doors.
    - Encourage and Challenge: Be supportive, but don't let them off the hook!

7. Respond/Revise/Support - Follow-up on successes and disappointments and help them brainstorm next steps. Help them stick to their plan and goals and develop some resiliency.

    - Give Honest Feedback – Review their experiences and help them think through new strategies or approaches. Help them to understand and "own" their missteps and develop "mid-course" corrections.
    - Share Your Experiences – Come back to your life lessons. Share your insights and perspective.
    - Be Kind, but Tough – Help them keep their "eye on the prize." Work with them to adapt their tool-kit, develop alternate strategies, think outside the box, become more "nimble" in their search.

Mentoring Pitfalls

Based on mentoring research, common reasons a mentoring relationship may not be successful include:

- Poorly executed first meeting
- Unrealistic expectations
- Unclear goals

How Can You Help? Continued on Next Page

- Lack of commitment
- Lack of structure regarding meeting times
- Insufficient follow-up and closure on goals
- Breach of confidentiality

We hope that the information provided in the Mentor and Student Handbooks, together with the resources and support available to program participants, will help you to develop a productive and enjoyable partnership.

YOUR FIRST MEETING

Objective: Whether in-person or on the phone, the first meeting is about making a connection with another person. Make sure you set aside the time to really listen and learn about each other in order to establish a solid foundation for the coming year.

Who is Responsible? Students are responsible for reaching out to their mentors to schedule the first meeting. All students are matched and can access their mentor's bio and contact information in the Leeds Mentoring Network software when they enter the program. Please contact us at leedsmentoring@colorado.edu if you do not hear from your student in the first semester.

When? The first meeting requirements differ based on program and are outlined below:

YAMs: Students and mentors should plan to have their first one-on-one meeting or discussion in September. The Milestones for YAMs require students and mentors to connect on a monthly-basis. You may have a chance to meet each other at the Kick-Off Event in mid-September, but don't plan to accomplish your initial, in-depth meeting during the event, as it is a bit hectic and more of a social gathering.

PMP: Students and mentors should plan to have their first one-on-one meeting or discussion at one of the following times, based on when the student enters the program:

-**Summer:** By mid-July

-**Fall:** PRIOR to Thanksgiving Break. ou may have a chance to meet each other at the Kick-Off Event earlier in the Fall, which is a good time to set a date for your first in-depth meeting. As with YAMs, you should not plan to accomplish your initial meeting during the Kick-Off, which is a bit hectic and more of a social gathering. If you are coming in from out-of town for the event, you may be able to have your meeting during the day before the event or go to dinner after the event, if either of those is convenient.

-**Spring** (All MBAs): PRIOR to Spring Break

Where? Have your first meeting (or conversation) in a place that is comfortable for both student and mentor, and where you can have a reasonably quiet, uninterrupted conversation. Maybe meet for lunch or coffee at a nearby restaurant or on campus. It's nice to keep the first meeting informal, so you can get to know each other in a relaxed setting and neither person feels "on the spot" or "out of their element."

What?

- Partnership Expectations During the first meeting, you should go over expectations you have for the partnership. How often will you communicate? What communication methods are acceptable (email, text messages, phone calls, etc.)? How quickly will you respond to each other's communications (within 48 hours? within a week?) Is there a time when you or your student will be especially busy/traveling and out of touch? (Refer to the LMP Mentor-Mentee Partnership Agreement Form, p. 14).

Your First Meeting Continued on Next Page

Before the first meeting, all student mentees should have prepared the following to review with their mentors:

- Who am I? A brief "personal statement" about their background, important influences, accomplishments and aspirations (career and otherwise).
- I would like my mentor to help me with… A few mentoring goals for the year. This may range from very general ideas about "help with my internship search" to specific skills and experience (e.g., improving my networking skills, refining my resume and interview skills, etc.).

- Professional Resume

  YAMs: It is a Mentoring Partnership Requirement for students in YAMs to review their resume with their mentor during one of their first meetings.

  PMP: Students in PMP are required to submit a professional resume and have it reviewed by Career Connections as a condition of entry into the program. Students should send this to you in advance of your first meeting/discussion.
- Review the Leeds Mentoring Office Mentor-Mentee Partnership Agreement This agreement, included in the Resources for Mentors section, is intended to help you and your student clarify your roles and expectations and provide a solid foundation for your partnership.

In addition to the above, other possible topics/ideas for the first meeting are:

- Mentor Background – Spend some time telling your student about yourself – include both professional and personal interests, academic background, family and CU connections. Why are you involved in this program? What do you hope to learn from your student?
- Schedule/Communication – If possible, set up a regular schedule for communication and follow-up. At the very least, make sure you set follow-up expectations at the end of each meeting. You should also discuss the best method(s) of communication and alternate contacts, if appropriate.
- "Homework" – Feel free to ask your student to read a book, do some research, or answer additional questions that you think would be useful to you in getting to know them and help you in your role as a mentor. Some ideas are included in the Recommended Reading page of the Additional Resources section of this Handbook.
- Make it Social – Some mentors have found it easier for the first meeting to be in a group setting, either with multiple students (if they are mentoring more than one student) or with another mentor-student pair, if possible. The group can take some pressure off any one individual and also allow for sharing of ideas among students and mentors. If you are not local, don't make it all about work – talk about something fun you have planned, CU sports, movies or other interests that will help you get to know each other and connect.

STAYING CONNECTED

Something that we've heard from both students and mentors is that it is easy to get connected, but harder to STAY CONNECTED. The following ideas and suggestions are based on feedback from PMP students and mentors, and input from other student mentoring programs.

- Set up a regular schedule for communicating, even if it's just a quick email or phone call for an update. At the very least, try to establish a follow-up at the end of each meeting, even if it's a couple of months out.
- "Ping" each other every once in a while just to check in. One mentor suggests always keeping an email in your inbox so your mentee's contact is handy if you come across something interesting to share.
- Use all tools available to you: Facebook, Twitter, LinkedIn, the Leeds Mentoring Network software (ask your student for help, if you need it!) texting, etc. to connect with your student.

Staying Connected Continued on Next Page

- Be an active listener: Ask questions, help them develop problem-solving skills, avoid giving solutions
- Be flexible: Understand and respect the demands on each other's time. Get comfortable with different perspectives and approaches (don't force them to adopt yours).
- Make it social/fun: Have a "hook" or something fun to look forward to. This may be harder to do for a "distant" mentor, but challenge yourself to think of ideas. Send each other a humorous article or even a funny YouTube video to talk about. Just talking about "non-work" topics can help – sports, movies, hobbies, your family or pet, a recent trip.
- Stay current: If you're a CU alum, check the website and Alumni newsletters or magazines for upcoming events. Ask about what's happening on campus.
- Be honest...but not brutal! Help them see potential weaknesses and pitfalls and brainstorm how to address them.
- Be "consciously competent:" Make an investment as a mentor. Take an active interest in your student's success. "Boil down" your experiences and make them accessible to a 19-20 year old. In the words of one mentor, "Be invested and inspired, motivational and insightful in getting them to graduate and into a career they are excited about!"
- Let them know you are there for them and that you care and genuinely want to help. Some students may need you to reach out a bit more to help pull them out of their shells.
- Be patient and keep your sense of humor! Everyone makes mistakes or has a bad day. You may need to humor and cajole them a bit. Don't take things personally, but let them know if they blow it!
- Respect each other's time and priorities. Remember how all-consuming and stressful college life can be. Help your mentee understand and develop good professional courtesies and habits.
- Be culturally sensitive and respect each other's privacy – Be aware and respectful of different backgrounds and social norms. Always respect each other's personal boundaries and let the Leeds Mentoring Office know if you have any concerns or questions.

Virtual or Distance Mentoring Partnerships

For non-local mentors, there may be added challenges to staying in touch and creating a bond with your student mentee. Through creative use of technology, distance mentoring partners have succeeded in building relationships across distance, time zones, and cultures. Although we encourage you to visit campus if possible, many mentors have had successful relationships with a student that they have never met, or only met once.

Some potential challenges and solutions to virtual mentoring partnerships are highlighted below.

1. <u>Lack of visual cues.</u> Up to 55% of our communication is dependent on what we observe and display in facial expressions, nonverbal behaviors, and physical appearance.
   - <u>Solutions</u>: Use video-conferencing technology or Skype, instead of the phone, for at least one of your meetings. Listen to the tone of voice, as well as what is being said. Ask questions for clarification if something is confusing to you.

2. <u>Constraints of time zones.</u> Finding a convenient time to talk may be more challenging for mentor-mentee pairs that are separated by multiple time zones.
   - <u>Solutions</u>: When you set expectations for communication, be clear about times that may be good or bad for you (i.e., early morning, dinner time, etc).

3. <u>Staying focused and committed.</u> Although this is a challenge of any partnership, staying motivated and creating a strong connection is even more critical for distant pairs.
   - <u>Solutions</u>: Setting a regular communication schedule can be particularly beneficial. Use

Staying Connected Continued on Next Page

email as a connection between conversations. Respond promptly to emails to create continuity and flow. Have your mentee keep a journal that documents progress and that you can share and use as a spring-board for the next discussion.

4. Email and phone limitations. Good etiquette and communication skills can help to minimize the constraints of these forms of communication.
    - Solutions: Make your emails CLEAR and SUCCINCT – no more than 1 screen (25 lines). Use complete sentences, short paragraphs and bullet points to list options/ideas. PROOFREAD your messages – forward and backward. Use a clear Subject Line. Save sensitive content for voice-to-voice meetings. Be sensitive to issues of confidentiality.

Join the Leeds Mentoring Programs Online Community

Please leverage the Leeds Mentoring Programs' software! This platform is designed to facilitate your personal mentoring relationship, as well as better connect you with the entire community of Leeds Mentoring Office students and mentors. The tool will allow you to manage important information and interactions in 3 key areas:

- Personal – Used to update and enhance your Mentor Profile
- Partnerships – Used to connect, schedule and set goals with your mentee
- Community – Used to interact with groups of students and mentors through online forums, advice and other features.

We encourage mentors to log-on regularly to check for program updates, review mentoring tips, articles and forums, and review your mentee's progress on their mentoring milestones. You can find more tips on using all the various capabilities in the "Using the Leeds Mentoring Network Software" page of the Resources for Mentors section of this Handbook. To sign in, follow these easy steps:

- Go to http://leedsmentoring.colorado.edu. Click on the green "Sign In" button for your program. Enter your email address and password. If you forget your password, click on "Forgot password?" and follow the instructions to re-set. If you don't remember which email address you have used, please contact us at leedsmentoring@colorado.edu.

Other Ways to Connect

As our community of students and mentors grows and becomes more far-flung, a variety of social media can provide virtual connections and allow us to share information, insights, and connect to each other's networks. Please join and contribute to the Leeds Mentoring Office's LinkedIn Groups and Facebook Pages, and check them for updates on Leeds Mentoring Office news and events. Access to these groups can be found online:
Facebook: https://www.facebook.com/leedsmentoringoffice
Twitter: @leedspmp
LinkedIn: http://bit.ly/pmplinkedin
Website: http://leedsmentoring.colorado.edu

> **"Outstanding program that is just getting better."**
> *— David Wolf, Managing Principal, Baydush Simon Weaver*
> *Boulder, CO*

RESOURCES FOR MENTORS

This section contains a variety of resources, tools and templates that you may find valuable in working with your student mentee. Your student also has received most of these in their Student Handbook.

1. LMP Mentor-Mentee Partnership Agreement: Use this resource to establish expectaions and "ground rules" with your student at one of your initial meetings.
2. Leeds-at-a-Glance: Overview of Leeds' academic, student support, and extracurricular activities available to your students.
3. LMP Activity Ideas and Checklist: Review with your student to identify and discuss activities that might help them achieve their mentoring goals.
4. Mentoring Journal Template: You may want to ask your student to create a Mentoring Journal as a way of reflecting and providing feedback on your dialogues.
5. Using the Leeds Mentoring Network Software: This resource will aid you as you learn and use the Leeds Mentoring Network software to connect with your mentor and others.

LEEDS MENTORING PROGRAMS
MENTOR-MENTEE PARTNERSHIP AGREEMENT

Between: Student ________________________ and Mentor _________________________________

Confidentiality:

- Commit to confidentiality during your mentoring relationship as well as extending beyond the formal completion of your time in your mentoring program.
- What information is OK to share, if any?

Meeting/Communication Arrangements:

- How often and for how long?
- How will you communicate between meetings? Is it ok to text, call, email, etc.?
- Agree how you will share concerns as they arise to maintain open communication.
- Discuss best methods for communication and expectations for response time.

Mentor Contact Information:

Primary Email: ____
Secondary Email: ____
Assistant Email: ____
Work phone: ____
Cell phone: ____

Preferences: (method, time of day, subject line, for time-sensitive questions, etc.)

____

Student Contact Information:

Primary Email: ____
Secondary Email: ____
Home Phone: ____
Cell Phone: ____

Mentee's Roles and Responsibilities

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Mentor's Roles and Responsibilities

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“LEEDS-AT-A-GLANCE”

UNDERGRADUATE PROGRAM OVERVIEW

1. Enrollment (data from 2012-2013)
    - 2,926 Undergraduates
    - 34% female; 15.6% Minority; 7% International

2. Academic Divisions – Leeds undergraduate students receive a Bachelor of Science degree in Business Administration. Students select one of the following “Areas of Emphasis” within the undergraduate Business Major. The current Areas of Emphasis are:
    - Accounting
    - Finance
    - Marketing
    - Management & Entrepreneurship (includes Human Resources Management, Inofrmation Management, and Operations Management)

3. Centers of Excellence – In addition to our Divisions, the Leeds School conducts research, offers classes and special programs through the following Centers:
    - Burridge Center for Securities Analysis and Valuation
    - Business Research Division
    - Center for Education on Social Responsibility
    - Center for Research on Consumer Financial Decision Making
    - Deming Center for Entrepreneurship
    - CU Real Estate Center

4. Certificate Programs – Leeds undergraduates may pursue Certificates Programs that allow them to specialize in an industry or area of interest. Each of these programs has their own requirements which may include elective classes and an internship experience.
    - Business of Sports
    - International Business Certificate
    - Operations & Information Management Certificate
    - Quantitative Finance
    - Real Estate Certificate
    - Entrepreneurial Studies
    - Socially Responsible Enterprise

5. Study Abroad Options – Business students have the opportunity to participate in a wide variety of semester-long and summer study abroad options through Leeds’ Global Initiatives and the campus’s Study Abroad Office in the Office of International Education (http://studyabroad.colorado.edu/)

LEEDS UNDERGRADUATE STUDENT RESOURCES

1. Career Development: (www.colorado.edu/leeds/student-resources/career-development)
    - Internship and Job Search, Resume Critiques, Interview Practice, Career Counseling
    - On-Campus Interviews, Career Fairs, Networking Opportunities
    - Contact: leedscareer@colorado.edu, 303.492.1808
    - Appointments: http://leeds.ly/careeradv

“Leeds-at-a-Glance” Continued on Next Page

2. Undergraduate Student Services/Advising: (www.colorado.edu/leeds/offices/undergraduate-advising)
    - Academic Advising – orientation, study abroad, degree requirements/audit
    - Student Support – residential programs, tutoring, student engagement activities
    - Contact: 303.492.6515

3. Office of Diversity Affairs: (www.colorado.edu/leeds/offices/diversity-affairs)
    - Diverse Scholars Program – academic advising, peer mentoring, leadership training, networking and community building
    - Contact: leedsdsp@colorado.edu, 303.735.5117

CLUBS AND ACTIVITIES

1. Business Fraternities/Societies:
    - Alpha Kappa Psi (co-ed professional business fraternity)
    - Beta Alphi Psi (business information fraternity)
    - Beta Gamma Sigma (business honor society)
    - Delta Sigma Pi (co-ed professional business fraternity)

2. Leeds Student Government:
    - Leeds Council

3. Student Clubs and Associations:
    - Athletic Business Club
    - Business of Sports Club
    - Business and Film Club
    - Collegiate DECA
    - Collegiate Entrepreneurs Organization (CEO)
    - Collegiate Social Impact Initiatives (CSII)
    - CU American Marketing Association (CUAMA)
    - CU Energy Club
    - CU Finance Club
    - CU GLBTQA Business Students Alliance
    - CU Investment Club
    - Fashionistas, Inc.
    - International Business Club
    - Leeds Ambassadors
    - Leeds Association for Information Systems (LAIS)
    - Multicultural Business Students Association (MBSA)
    - Real Estate Club
    - Society for Human Resource Management (SHRM)

4. Volunteer Opportunities:
    - CU Volunteer Resource Center (http://www.colorado.edu/vch/)

5. Campus-Wide Clubs and Organizations:
    - www.colorado.edu/studentgroups)

LEEDS MENTORING PROGRAMS ACTIVITY IDEAS AND CHECKLIST

The following provides a range of ideas for activities that students and mentors in our programs may want to engage in during their partnership. It might be useful to review prior to one of your early meetings and then discuss what specific activities and ideas can help your student achieve their Mentoring Goals. It is not intended as a comprehensive list that needs to be completed as part of this program, but rather a starting point and basis for discussion and planning as you create your own agenda and develop your own unique mentor-mentee relationship. It is definitely a work in progress so if you have ideas to contribute, please send them to us at: leedsmentoring@colorado.edu, and we will incorporate them in future revisions.

The list is organized according to various phases in the mentor-mentee relationship. We hope you find it useful and have fun in the process!

- Initial Meetings: Getting to Know Each Other
- Ongoing Activities: Professional Development, Exploration and Practice
- Later Stage: Hit the Ground Running.

I. INITIAL MEETINGS: GETTING TO KNOW EACH OTHER

Establish the "Ground Rules"

- [ ] Communication Goals and Expectations – frequency, methods, alternate contact information, good/bad times, etc.
- [ ] Roles and Responsibilities – what will each of you give/get from the relationship? Who takes lead on agenda setting, communication, follow-up? What expertise, time commitment, and resources will each of you provide?
- [ ] Deliverables/"Homework" – do you want to establish "deliverables" for your meetings? Consider a "Mentoring Journal" or discussing a book or other resource as part of the process? What is reasonable for both parties?

Build the Foundation

- [ ] Student Background Information – resume, personal statement and mentoring goal
- [ ] Mentor Background – personal and professional background and interests, mentor resume, life-lessons, "ah-ha" moments
- [ ] Goal Setting – develop 2 – 4 SMART goals for the year based on the student's "mentoring goals", identify resources needed, action items for student and mentor, deliverables and deadlines
- [ ] "Get to know you" Questions - Describe your "ideal" first job as specifically as possible, Who are your role models and why? What have you liked/disliked about previous jobs? What are you good at/think you are good at? What is your biggest fear? Write responses and review these together.

Activity Ideas Continued on Next Page

II. ONGOING: PROFESSIONAL DEVELOPMENT, EXPLORATION AND PRACTICE

Stock Your Professional Toolbox

- [ ] Resume Review – input from your mentor and/or an HR professional at their company, consider tailoring multiple resumes for different interests
- [ ] Professional Communications – email and cover letters, how to send an email that will get noticed, who is the right person to contact for a request
- [ ] Business "Mindset" – what journals, blogs, reference materials would be helpful and relevant for your interests? Discuss articles, current events in business. Are there professional associations or clubs you might want to consider?
- [ ] Other "Soft-Skills" Development – advice on networking skills, business etiquette, appearance, agenda preparation, meeting planning and note taking, thank you notes/follow-up
- [ ] Social Media – What tools to use and how to use them appropriately, help in developing a LinkedIn profile, learn how to make business connections and research companies on LinkedIn

Explore Possibilities/Expand Your Horizons

- [ ] Develop a Portfolio – Brainstorm a range of options you might be interested in pursuing. Think of them in terms of a "portfolio" with some high risk/high reward choices and some "sure bets." Generate a "balanced" portfolio to pursue.
- [ ] Brainstorm Careers in Your Field – What options are out there for an accountant, finance major, marketing or management major? Come up with a list of job titles in your company or of colleagues in your business that a student in that area might pursue. What are pros/cons from personal and professional perspectives? What positions/titles seem interesting or like a good fit?
- [ ] Self-/Career-Assessment – A variety of assessment tools provide insight into what types of careers/positions are a good fit for your interests. Explore the tests available through Leeds Career Connections and Campus Career Services. Ask your mentor if he/she has ever taken one (Myers-Briggs, Strong Interest Inventory, etc). Discuss the results and their implications (perhaps related to the job list above).

Hands-on Experiences

- [ ] Plan a "Shadow Day" – Invite your student to your office or local office location, meet with a range of departments/individual depending on interests, have them sit in on a meeting or other activity.
- [ ] Practice and Give Feedback – Prepare for a variety of different types of interviews, professional meetings, a business lunch or dinner. De-brief with them afterwards, go over surprises, awkward moments, etc.
- [ ] Engage in a Project or Event – Ask your mentor's opinion or involve them (if it makes sense) in a current project you are working on, e.g., focus group, survey, new product ideas. Take your student to a professional association meeting or industry conference or event.
- [ ] Help them Plan a Trip – Depending on where, geographically, your student would like to intern or work, help them plan a trip for or organize some local informational interviews.

III. LATER STAGE: HIT THE GROUND RUNNING!

Plan to Action

- ☐ Revisit and Refine Goals – develop or revise goals for your senior year, re-assess plans based on summer internship experience, identify "top 10" list of companies and positions to pursue
- ☐ Action Items and Resources – create a timeline or chart for the year, what do you need and need to do and by when, where can your mentor help?
- ☐ Prepare and Connect – research companies or individuals you want to meet with, talk to your mentor about insights into specific companies/industries or about connecting with contacts for informational interviews.

Respond and Revise

- ☐ Feedback and Follow-Up – De-brief your experiences with your mentor, ask for feedback, ideas for new strategies or tactics if you aren't making progress. Do this EARLY-ON.
- ☐ Adapt and Move-On – Use social media or resources outside of Leeds to expand your search, think "outside the box." How can you be more flexible/creative? Are there options you haven't considered? Brainstorm again and re-consider your "requirements."
- ☐ Celebrate Successes! – Build on these, even if it's just getting in the door. Figure out how to keep the momentum going.

MENTORING JOURNAL TEMPLATE

Meeting Date:
Key Topics/Lessons:

Reflections (How does this relate to me?):

Action Items/Follow-up:

- Mentee –

- Mentor –

Possible Topics for Next Meeting:

Next Meeting:

- Date, time, location?
- Who will set and send agenda?
- Preparation – anything I need to bring or do?

USING THE LEEDS MENTORING NETWORK SOFTWARE

Welcome to the Leeds Mentoring Network! This tool is designed to better connect you with your mentee and the entire Leeds Mentoring community by allowing you to manage information and interactions in 3 key areas:

- **Personal** – Update your contact and professional information for your student and the Mentoring Office team!
- **Partnerships** – Connect, set goals and expectations, and track your mentee's progress.
- **Community** – Interact with other program participants, post job and internship opportunities, give and get advice and access program resources.

Some of the key functions in each area are described below. ***Please log on regularly to assess progress with your student mentee, check for program updates, and review or send mentoring tips, articles or questions.***

Mentor Sign In

- Go to http://leedsmentoring.colorado.edu. Click on the green "Sign In" button. Enter your email address and password. If you forget your password, click on "Forgot password?" and follow the instructions to re-set. If you don't remember which email address you have used, please contact us at leedsmentoring@colorado.edu.

Personal Area

- Update your Mentor Profile (click on the Edit Profile icon at top right of your page)
  - View privacy settings of your information by "mousing" (hovering) over the lock button. If there is no lock icon by a field, it is visible to ALL program participants.
  - Please update your profile with any changes to your contact information, company, and/or matching information for your mentee and the Mentoring Office team!

Mentoring Partnership Management (Use the "My Mentoring Partnerships" tab)

- View your mentee's profile (click on their name), contact information, resume and interests.
- Track progress on your "Mentoring Partnership Plan" (automatically comes up when you open the "Visit Mentoring Area")
  - You can also create your own Partnership Plan "Milestones" by clicking the '+' tab.
- Send a message to your mentee by posting in the Mentoring Area or by sending an email through the system.

Public/Community Functions (Use the Mentors, Mentees, Forums, Advice, and Resources tabs)

- Check out "Announcements" and "Events" (automatically appear at the top of the page and under your profile picture when you log in to the home page) to stay updated on upcoming and important Leeds Mentoring Office events.
- Resources (Use the Forums, Advice and Resources tabs)
  - Ask questions to students or other mentors (Go to the ADVICE tab and choose the Questions and Answers)
  - Use the Forums (Go to the FORUMS tab and click on Functional Area, Mentor, or Job / Internships) to get or give advice to other participants or post job / internships for students.
  - See other resources for success (such as the handbook) under the RESOURCES tab and read or post articles (Go to the ADVICE tab and choose the "Articles" option) for other program participants.
- Connect with other Mentors and Mentees (Click on the "Mentors" or "Mentees" tabs in the header bar)
  - Mentors – You can "Invite Mentors" to join the program by clicking on the orange button to send an email invitation and customized message. You can view limited information for all or our mentors, as well as "sort" them by State, Functional Area, and Industry experience using the "Filter Mentors" drop down menus or by entering a keyword on the right.
  - Mentees – You can see limited information about all of the students in your program. If you are looking for an intern, employee, or someone who may want to work in your location, you can sort students by using the drop down menus on the right of the page.
- Send us an email!
  - Have a problem or a question? Go to "Contact Administrator" at the top right corner of the page or under "Quick links" and someone will respond ASAP.

*******Important Privacy Reminder*** – Please remember that the content and information in this software is provided for your use as a member of a Leeds Mentoring Office program. Please do not share any of the personal or contact information beyond this program.

ADDITIONAL RESOURCES

This section includes resources that you may find helpful to reference in your role as a mentor:

1. Student S.M.A.R.T Goal-Setting Worksheet – Worksheet given to students to help them define and clarify their mentoring goals.
2. Leeds Mentoring Progams Recommended Reading List – A list of selected list of books and resources that mentors and students have shared as the basis for discussion and professional development
3. Leeds Mentoring Programs Terms & Conditions of Participation – An outline of the terms and conditions you agree to as a member in a Leeds Mentoring Office program.
4. University of Colorado Discrimination & Harassment Training

STUDENT S.M.A.R.T. GOAL SETTING WORKSHEET

In order to get the most out of your mentoring experience, each student should set clear goals for each year in the program. Your mentor can work with you to further develop and refine those goals throughout the year. You should review your Mentoring Goals for the year with your mentor at your first meeting.

Use S.M.A.R.T. criteria to ensure that your goals are meaningful and motivating:

- Specific: Is your goal well-defined enough to be understood by your mentor?
- Measurable: How will you know when you have made progress or achieved your goal?
- Achievable: Do you have the resources to achieve your goal?
- Relevant: Is it meaningful and valuable to you personally or professionally?
- Time-limited: Do you have a deadline or phases for achieving/reviewing the goal?

Professional Development Goals:

1.

2.

Personal Development Goals:

1.

2.

Actions, Resources, Timeframe:
What actions and resources do you need to reach each goal? What is the deadline for completion? What can you do and where could your mentor help out?

Goals	Actions	Resources	Completed By

What are possible barriers that you may face as you strive to achieve your goals?

LEEDS MENTORING PROGRAMS RECOMMENDED READING LIST *

Bryant, A. (2011). *The corner office: Indispensable and unexpected lessons from CEOs on how to lead and succeed*. New York: Times.

Carnegie, D. (1998). *Dale Carnegie's lifetime plan for success: The great bestselling works complete in one volume*. New York: Galahad.

Carnegie, D. (2009). *How to win friends and influence people*. New York: Simon & Schuster.

Chouinard, Y. (2005). *Let my people go surfing: The education of a reluctant businessman*. New York: Penguin.

Clason, G. S. (1988). *The richest man in babylon*. New York: Signet.

Collins, J. C. (2001). *Good to great: Why some companies make the leap...and others don't*. New York, NY: Harper Business.

Deckers, E., & Lacy, K. (2010). *Branding yourself: How to use social media to invent or reinvent yourself*. Indianapolis, IN: Que Publishing.

Godin, S. (2009). *Purple cow: Transform your business by being remarkable*. New York: Portfolio.

Hersey, P. (2008). *The situational leader.* Escondido, CA: Center for Leadership Studies.

Johnson, S. (1998). *Who moved my cheese?: An amazing way to deal with change in your work and in your life*. New York: Putnam.

McCarthy, K. W. (2009). *The on-purpose person: Making your life make sense.* Winter Park, FL: On-Purpose.

Sisodia, R., Wolfe, D. B., & Sheth, J. N. (2007). *Firms of endearment: How world-class companies profit from passion and purpose*. Upper Saddle River: Wharton School Publishing.

Whiteley, R. C. (2002). *The corporate shaman: A business fable*. New York: HarperBusiness.

Zaffron, S. & Logan, D. (2009). *The three laws of performance: Rewriting the future of your organization and your life.* San Francisco, CA: Jossey-Bass.

* Please send us your suggestions for books to share with our student mentees

LEEDS MENTORING PROGRAMS
TERMS & CONDITIONS OF PARTICIPATION

Purpose:

The purpose of the Leeds Mentoring Office is to enhance the Leeds Undergraduate and MBA student experience through personal and professional development that also fosters:

- Improved career connections
- An additional layer of valuable student advisement
- Development of professional skills and expectations

Participant Responsibilities:

As a member of a Leeds Mentoring Program, I agree to:

1. Attend all required meetings and training sessions – MENTEES ONLY.
2. Attend events and celebrations for all program participants, e.g., Kick-offs and Celebrations – MENTEES and MENTORS (to the extent possible given time and location).
3. Meet the participation eligibility requirements of the program contained in the program information and website.
4. Make a commitment to the mentoring partnership. Number of meetings and time commitment may vary due to the dynamic of mentoring.
5. Complete periodic surveys regarding the program.
6. Respect the confidentiality of information shared as part of my mentoring partnership.

Confidentiality Statement:

As a participant of a Leeds Mentoring Program, I agree to maintain the utmost discretion and confidentiality of all personal, professional, and contact information given to me about my mentoring connections. This information from any source and in any form, including, but not limited to, paper record, oral communication, audio recording, and electronic display, is strictly confidential and should not be shared with others, regardless of whether they are in the program. Breaches of this agreement may result in forfeiture of program participation and your mentoring partnership.

Confirmation of Participation/Acceptance of Program Terms and Conditions:

To be eligible for our mentoring programs, you have passed an application process and agree to maintain a professional relationship with other program participants. As a member of the program, you may appear in videos or photos taken at our events, workshops, and other activities. By agreeing to these Terms and Conditions, you grant us permission to include photos and/or videos that may contain images of you in official program materials used for both internal and external audiences.

Additionally, as a participant in our programs, some of your personal information will be released and/or viewable to other program participants. By accepting these terms, you agree to this release of information.

Finally, for student mentees, by accepting these terms, you agree to make your professional resume (included in your "Student Mentee Profile") available to all program participants for recruiting and search purposes.

If you have any questions or concerns about the Terms and Conditions, please contact us at: leedsmentoring@colorado.edu.

All university volunteers must abide by and act in accordance with the University of Colorado Discrimination and Harassment Policies and Procedures. If you have not recently reviewed these policies or do not have an Acknowledgment Form on-file with the University of Colorado's Office of Discrimination and Harassment, please do so now.

ODH Harassment Awareness Training Video:
https://cdnapisec.kaltura.com/index.php/extwidget/openGraph/wid/0_gmi2fuka

Supporting Documentation:

Policies:
University of Colorado at Boulder Policy on Discrimination and Harassment, University of Colorado Administrative Policy Statement on Sexual Harassment, and University of Colorado Administrative Policy Statement Policy on Conflict of Interest in Cases of Amorous Relationships:
http://hr.colorado.edu/dh/policyinfo/Pages/default.aspx

Information on the ODH:
http://hr.colorado.edu/dh

Appendix of University of Colorado at Boulder Campus Resources:
http://hr.colorado.edu/dh/Pages/Resources.aspx

The Investigative Process:
http://hr.colorado.edu/dh/Pages/InvestigativeProcess.aspx

If you have any questions, please contact the Office of Discrimination and Harassment at 303-492-2127.