

**Young Alumni Mentorship Program (YAM)**

**Mentee Orientation**

**CONTACT INFORMATION / CONNECT ONLINE**

If you have questions or need advice, we are here to support you. Please do not hesitate to stop by, send us an email, or call if you have questions, suggestions, or concerns about the program. Please also contact us if you are having trouble reaching your student. We value your feedback and will be asking you to complete annual surveys. Please take the time to let us know about your experience formally/informally, or both!

***Contact Information***

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***Connect Online***

* Mentoring Software: [http://leedsmentoring.colorado.edu](http://leedsmentoring.colorado.edu/)
* Facebook: http://www.facebook.com/leedscareerdevelopment AND www.facebook.com/leedsmentoring
* LinkedIn: Leeds Mentoring & Leeds Undergraduates
* Instagram: <http://instagram.com/leedscareer>
* Twitter: http://twitter.com/LeedsCareer

**“YEAR-IN-THE-LIFE” OF A SOPHOMORE**

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| --- | --- | --- | --- | --- |
| **SOPH**  **YEAR** | **ACADEMIC LIFE** | **PERSONAL/PROFESSIONAL DEVELOPMENT ACTIVITIES** | **POSSIBLE YAM DISCUSSION TOPICS** | **POTENTIAL GOALS/OUTCOMES** |
| **FALL/**  **WINTER** | * Enrolled in 9 credits of business classes * Acct, Finance, Mgmt, Mktg, Ethics and BLaw * Now is the time to plan study abroad experience * Attend Sophomore Site visits to explore companies and areas of emphasis * Explore minors and certificates * Develop relationships with faculty and academic advisor * Attend Executive Speaker Series other Guest Speakers * Choosing elective classes for Spring | * Create a professional resume with the help of Career Development & mentor input * Become familiar Career Buffs (online career tool) * Attend YAM Orientation Workshops * Attend September 24th – YAM Kick-Off Event * Attend Sophomore Site Visits to explore companies * Explore student organizations relevant to interests * Complete Career Leader College Assessment * Learning to live independently, manage personal finances | * Results of Strengths Quest & Career Leader Assessments * Definition of Goals for this year and next – academic, professional, personal * Expectations for mentoring relationship * Choice of majors/minors and certificates/ electives * “Fit” of major/career interests with personal interests, goals, strengths and weaknesses? * Non-academic likes/dislikes, – hobbies, other electives * Internship preparation and search * Networking tips/informational interviewing | * Better defined Curricular direction * Identified electives/minors/certificate that complement career goals * Agreed upon mentoring meeting schedule and Communication methods * Better understanding of personal strengths (via assessments) * Better understanding of career/industry direction * Review and finalize resume(s), cover letters/emails * Define targets for informational interviews * Set up email intros * Attend a career fair * Internship search plan developed |
| **SPRING** | * Must select a business area of emphasis * Selecting a Certificate Program * Enrolled in Finance, Marketing and Operations/Info. Management * More pressure to develop internship plans * Must submit study abroad applications | * Jan- Attend Sophomore Professionalism Summit * Jan– Leeds Career Fair * Explore internship leads on Career Buffs; get auto-updates * April – Just-in-Time Campus Hiring and Internship Fair * Run for leadership positions in student organizations * Summer Internship outreach and interviews * Pursue part-time internships on-campus or with local employers | * Career Fair Prep – clothing, resumes, questions to ask * Follow-up on informational interviews – next steps? * Review specific internship postings * Help plan a trip/visit for informational interviews * Invite your student to your office, take to a meeting, professional conference, etc. * Closure of the relationship & advice for PMP mentoring relationship * Defining goals for the PMP program | * Plan for Career Fair – who will be there, who do you want to talk to, follow-up on experience * Prepare for Interviews – mock interviews, suggest research, de-brief afterwards * Develop itinerary - Set up meetings in your hometown, invite to shadow you and meet your HR staff * Create opportunities to practice business conversations, networking skills, hands-on learning * Conduct a successful summer internship search * Personalized mentoring plan for PMP |
| **SUMMER** | * Summer coursework * Study abroad short-courses | * Internship experience * Learning about the “corporate world” * Exposure to different cultures, colleagues, environments | * More relaxed time to stay in touch * Go to or do a sporting event * Talk about pros/cons of internship | * Have some fun – play golf, go for a bike ride, share vacation stories/photos * Visit each other * Re-visit goals and plan for junior year |

**MENTEE EXPECTATIONS**

Use this worksheet to develop an understanding of what you expect to gain from your mentoring relationships. By

clarifying your own expectations, you will be able to communicate them more effectively to your mentors. Add items you

deem important.

**The reasons I want to be mentored are to:**

\_\_\_ Receive encouragement and support

\_\_\_ Increase my confidence when dealing with professionals

\_\_\_ Challenge myself to achieve new goals and explore alternatives

\_\_\_ Gain a realistic perspective of the field

\_\_\_ Get advice on how to balance work and other responsibilities, and set priorities

\_\_\_ Gain knowledge of “dos and don’ts”

\_\_\_ Learn how to operate in a network of talented peers

\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I hope that my mentor and I will:**

\_\_\_ Tour my mentor’s workplace

\_\_\_ Meet over coffee, lunch, or dinner

\_\_\_ Go to educational events such as lectures, conferences, or other events together

\_\_\_ Go to local, regional, and national professional meetings together

\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I hope that my mentor and I will discuss:**

\_\_\_ Professional development subjects that will benefit my future career

\_\_\_ Career options and job search preparation

\_\_\_ The realities of the workplace

\_\_\_ My mentor’s work

\_\_\_ Technical and related field issues

\_\_\_ How to network

\_\_\_ How to balance work and family life

\_\_\_ Personal goals and life circumstances

\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The things I feel are off limits in my mentoring relationship include:**

\_\_\_ Disclosing our conversations to others

\_\_\_ Using non-public places for meetings

\_\_\_ Sharing intimate aspects of our lives

\_\_\_ Meeting behind closed doors

\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I hope that my mentor will help me with job opportunities by:**

\_\_\_ Opening doors for me to job possibilities

\_\_\_ Introducing me to people who might be interested in hiring me

\_\_\_ Helping me practice for job interviews

\_\_\_ Suggesting potential work contacts for me to pursue on my own

\_\_\_ Teaching me about networking

\_\_\_ Critiquing my resume

\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The amount of time I can spend with my mentor is likely to be, on average:

**PROGRAM MILESTONES**

|  |  |  |  |
| --- | --- | --- | --- |
| August | September | October | November |
| Mentees apply to the program | Mentees attend program orientation and mentor match is released | Attend a Lunch & Learn | Attend a Lunch & Learn |
|  | Mentor and mentee attend **September 22**  program kickoff | Complete a 1:1 with your mentor/mentees:   * resume review   review goals | Complete a 1:1 with your mentor/mentees:  Think about classes for the spring semester. Minors? Certificates? Study Abroad? |
|  | Mentors and mentees review each other’s profile and schedule first 1:1 | Mentees register with Career Buffs Online for internships and job listings | Mentees meet with your Leeds Career Advisor to learn more about career resources |
|  | Complete a 1:1 with your mentor/mentees:   * Complete mentoring partnership agreement * create a meeting schedule * discuss personal goals * expectations for mentoring relationship * results of assessments |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| January | February | March | April |
| Complete a 1:1 with your mentor/mentees   * Talk to your mentor about the Leeds Career Fair next month * Revisit your fall goals. Did you accomplish any of them? Do you need to set new goals for spring? | Complete a 1:1 with your mentor/mentees   * solidify your area of emphasis choice by conducting informational interviews create a meeting schedule * Review your internship search plan with your mentor | Complete a 1:1 with your mentor/mentees   * Review your internship search plan with your mentor * By now you should have completed informational interviews, and narrowed your applications down to a specific few companies. | Complete a 1:1 with your mentor/mentees   * Develop a plan for your PMP mentor next year |
| Mentees develop an internship search plan | Mentees attend the Leeds Career Fair | Mentees attend Leeds Internship and Industry fair- Date TBD | Complete the YAM program evaluation |
| REQUIRED Mentees attend the Sophomore Professionalism Summit- Date TBD |  |  | **REQUIRED- Mentees Attend the YAM spring celebration. Date TBD** |

**PROFESSIONAL EMAIL TEMPLATE**

**TO:** MyMentor@companyZ.com

**FROM:** Student@colorado.edu

**SUBJECT:** Leeds Professional Mentorship Program – (Introduction, meeting time, etc.)

Dear Mr. /Ms. \_\_\_\_,

**I. INTRODUCTION/PURPOSE**

You have been assigned to me as a mentor through the Leeds Professional Mentorship Program (PMP). My name is \_\_\_\_\_\_\_\_\_\_ and I am a sophomore/junior/senior studying \_\_\_\_\_\_ at CU. I am from \_\_\_\_\_\_ and (some other fun fact - “I enjoy playing sports,” “like you, I am a big Buffs fan,” “I enjoy traveling,” etc. USE THEIR BIO TO MAKE A CONNECTION IF POSSIBLE). I have attached my current resume for your review.

**II. NEXT STEP(S) AND FOLLOW-UP**

**A. LOCAL MENTOR**

I would like to set-up a time for us to meet in the next week or two to talk about the program. Please let me know if you would be available (date/time) or \_\_\_\_\_\_\_. If not, please let me know when would be a convenient time for you.

**B. DISTANT MENTOR**

I would like to get in touch with you in the next week or two to talk about the program. Please let me know if you would be available (date/time) or \_\_\_\_\_\_\_ for a phone or Skype/FaceTime call. If not, please let me know when would be a convenient time for you. Of course, if you are in Boulder in the future, please let me know and I would be excited to meet with you then.

**III. THANKS! AND CLOSE**

Thank you so much for volunteering for this program. I am very excited to work with you and think it will really help me to \_\_\_\_\_\_\_\_\_\_ (define my major, clarify my career goals, think critically about my career choices, etc.) I look forward to meeting (or talking) with you.

Best,

YOUR NAME

Leeds School of Business, Class of 20\_\_

EMAIL ADDRESS

PHONE CONTACT

**MENTORING AGREEMENT**

What type of assistance/help does the mentee want from the mentor?

What expectations does the mentor have of the mentee?

What expectations does the mentee have of the mentor?

How often will you meet?

Where and when will you meet? For how long?

Who will be responsible for scheduling the meetings?

Is it appropriate to have phone/text or email contact outside of in person meetings?

What are the ground rules for your discussions? What is OK and not OK to talk about?

If problems arise, how will they be resolved?

We have agreed that our initial meetings will focus on these three topics:

1.

2.

3.

Mentor signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentee signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MENTORING ACTION PLAN WORKSHEET**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Specific | **Measurable** *(How will I know I did it?)* | **Action Steps** *(How will I actually gain/build/develop these?)* | **Resources Needed** *(Besides the help of my mentor, I will need what?)* | **Target Completion** **Date** *(When will I be there?)* |
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**STRATEGIES FOR DEEPENING THE CONVERSATION**

|  |  |  |
| --- | --- | --- |
| **Conversation** | **Strategies for Success** | **Probing Questions** |
| Relationship Building | 1. Review information about your mentor before your first meeting so you can identify things you have in common 2. Make sure you meet in a location where you will not be interrupted or distracted 3. Ask your mentor about the people who influenced them in their career | Why did you choose your current career path?  How do you deal with adversity?  How do you let off steam?  What has been a key leadership lesson for you?  How do you spend your free time? |
| Establishing Mentoring Agreements | 1. Make sure you and your mentor talk about the assumptions you hold about your roles as mentor and mentee and what you expect from each other. 2. Discuss the role of confidentiality and why it is important 3. Talk about how to best use your time. 4. Agree to set up two-way feedback and check-in conversations to assess satisfaction with progress, relationship and learning. | How often do you see us meeting?  Where is a comfortable place for us to meet?  How can we ensure that we stay on track and productive?  What kind of preparation would help us? |

References: Zachary, L.J & Fischler “Mentoring: The First 90 Days”

**UNDERSTANDING STRENGTHSQUEST**

*“As educators, our challenge and our joy is helping students move to levels of personal excellence by becoming the persons they have the potential to be. And the marvelous thing about this perspective is that in the process we also move toward our own levels of personal excellence, becoming the persons we have the potential to be.”  
- Chip Anderson*

*“In the context of strong mentoring relationships and a stimulating, safe environment, capitalizing on human strengths enhances motivational forces and promotes academic achievement and personal adjustment, leading to college retention and civic engagement.” – Shane Lopez*

**SQ program is based on six principles of human nature and behavior:**

* You have a group of talents within you
* Your greatest talents hold the key to high achievement, success, and progress at levels of personal excellence.
* Becoming aware of your talents builds confidence and provides a basis for achievement.
* Learning how to develop and apply strengths will improve your levels of achievement.
* Each of your talents can be applied in many areas including relationships, learning, academics, leadership, service and careers.
* As you develop and apply strengths, your achievements will increase and you will experience greater and more frequent success.

**Talents and Strengths**

The framework of the StrengthsQuest program is built on two concepts- talents and strengths. “A strength begins with a talent, a naturally recurring pattern of thought, feeling, or behavior that can be productively applied. A great number of talents naturally exist within you, and each of them is very specific. Your talents empower you. They make it possible for you to move to higher levels of excellence and fulfill your potential. A talent represents a capacity to do something” (Clifton and Anderson, 2002, p.6).

Strengths are developed talents. “A strength is the ability to provide consistent, near-perfect performance in a given activity. Strengths are produced when talents are refined with knowledge and skills” (Clifton and Anderson, 2002, p.8)

\*\* Students who discover and develop their talents into strengths are able to live and perform at a level of excellence- both in terms of career and a fulfilling life.  
\*\* Students who know their strengths are more likely to be engaged and motivated (in their classes, career, life, etc)

**Description of StrengthsQuest Assessment Instrument**

The SQ instrument consists of 180 paired comparison items that are classified into 34 groupings, called “themes”. Students take the instrument online, which takes 30 minutes to complete. Students immediately receive a report that lists their top 5 themes of talent in the order in which they are most dominant for the individual. These 34 themes are:  
Achiever Belief Consistency Empathy Includer Maximizer Self-Assurance  
Activator Command Context Focus Individualization Positivity Significance  
Adaptability Communication Deliberative Futuristic Input Relator Strategic  
Analytical Competition Developer Harmony Intellection Responsibility Woo  
Arranger Connectedness Discipline Ideation Learner Restorative

**GUIDED QUESTIONS FOR STRENGTHSQUEST**

**EP 1:** **Identify** **students’ strengths**  
1. What theme describes you best? Why?  
2. Tell me about a time in your life when you accomplished something you were proud of.  
3. What can you do for hours on end?  
4. If money were no object and you knew you could not fail, what would you love to do?  
5. Tell me about a challenge you’ve experienced in your life that you have overcome. What did you do to overcome that challenge?  
6. What brings out your best? As you think about a time when you did something well, what were the ingredients of that success?   
7. What kind of environment and what kind of people tend to bring out the best in you?

**STEP 2:** **Affirm** **their strengths and increase their awareness of their strengths.**  
1. Which of your strengths do you feel you rely on most to be successful?  
2. What strengths are most characteristic of you? Give me an example of a time when you used one of these strengths.  
3. Which of your strengths do you think will be most useful to you in succeeding academically? Relationally?

**STEP 3:** **Envision** **a future by discussing their aspirations and how their strengths can help them reach their goals.**  
1. What are you most looking forward to while in college?  
2. Imagine yourself graduating from college. What do you see yourself doing as a result of being a college graduate?  
3. Where do you want to be five years from now?  
4. How would you describe the person that you want to become? What is that person like? What is that person able to do? What kind of relationships does that person have? What will it take for you to grow toward becoming that person?  
5. What strengths do you think are your biggest asset? What skills and knowledge do you need to add to that natural talent in order to develop it into consistently excellent performance?

**STEP 4:** **Plan** **specific steps that students can take to meet their goals.**  
1. Select one aspect of yourself that you would like to develop while you are in college- academic, interpersonal, physical. Select one that is personally meaningful and that is key to you becoming the person you want to be as a college graduate.  
2. Hone that aspect of yourself so that it is a S.M.A.R.T goal (worksheet for SMART goal planning in mentor manual)  
3. What strengths do you have that can help you profress toward your goal? How can you capitalize on those strengths?  
4. What could keep you from accomplishing your goals? What obstacles might get in the way? How can you use your strengths to overcome those obstacles?  
5. What campus resources or people in your life can help you reach your goal?

**STEP 5:** **Apply** **their strengths to challenges they face. Help students identify the skills and knowledge they need to add to their natural talents in order to develop their strengths.**  
**Course Selection**  
What kind of courses do you tend to do well in or enjoy the most?  
What courses sound interesting to you?  
What kind of things do you need to learn to successfully meet your life goals?  
What other demands do you have this term (sports, clubs, family, work) that will affect your commitment to these classes  
**Career Planning**  
What are some past jobs, hobbies, or volunteer opportunities you have had that you especially enjoyed?  
Who do you admire or want to be like? What is it about this person that you admire most? What do they do that you would like to do?  
**Academic Struggles**  
What are some academic tasks that you do well or that come easily for you?

**UNDERSTANDING CAREER LEADER ASSESSMENT**

CareerLeader is a self-assessment tool that enables students interested in the business field to explore career options best suited for them. Students can directly compare their interests, skills, and motivations with profiles of business professionals from 30 different career paths in business. It has been designed to:

* Provide expert assessments of one's unique pattern of business-relevant interests, motivators and skills.
* Match an individual to specific business-related careers when compared to a database of hundreds of thousands of business professionals.
* Help one understand what organizational cultures will be the best fit.

**CareerLeader’s Philosophy**The CareerLeader assessment is based on a philosophy of career development that examines the intersection of each person’s interests, skills, motivators and organizational culture.

**Your Interests**Your interests, not skills, should be the foundation of your career. All too often, people make poor career choices for lots of reasons, including:

* yielding to family or societal pressure,
* trying to "harvest" their career too early, before gaining the needed experience and savvy,
* Being seduced by money or status.

One of the most common, though, is someone making career choices because they're good at something -- regardless of how interested they are in the work. Of course, your skill level has to exceed some minimum level to be competent at anything. But, it is your **interest** in what you are doing that is your "competitive advantage".

**Connecting Your Motivators and Skills With Your Interests**It is the **combination** of your interests, motivators, and skills that is the "hidden key" often overlooked in setting your career course. Your motivators (financial gain, security, etc.) and your skills (communication, quantitative analysis, etc.) are very important as modifying influences to your interests. But, it is your unique profile of **all three factors** that should drive how you approach your career in business.

**Navigating Organizational Culture and Avoiding Career Breakdowns**Overlooked by many, several aspects of career satisfaction have more to do with your employer's organizational culture than with the industry or functional role you have. The work culture may be critical in determining which company or business unit is best for you, even though it was all three factors (your interests, motivators and skills) which led your search to that industry or functional role in the first place.

Lastly, we all have personality features that can be strengths, or weaknesses, depending on the circumstances. At times, the "right" feature in the "wrong" situation could lead to a major breakdown in your career's forward progress. Recognizing your strengths, and knowing when and where to utilize them, is essential for avoiding obstacles in your career progression.