

Leeds School of Business Professional Mentorship Program (PMP)

*“Partnering tomorrow’s business leaders
with the leaders of today.”*

Acknowledgements

In preparing this handbook, we incorporated feedback from mentors and students in the Professional Mentorship Program (PMP) and also referenced student 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 Peer 2 Peer Mentoring Program, and Medtronic Corporation's Leadership Development Rotation Program. We would also like to thank all of our students 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 Professional Mentorship Program. We welcome your suggestions for improving our written materials as well as our program. Your feedback will allow us to improve the quality of the PMP experience for future Leeds students and mentors. You are always welcome to stop by our office in the Leeds School or contact us at LeedsPMP@colorado.edu or 303-492-5881.

**PROFESSIONAL MENTORSHIP PROGRAM
MBA MENTOR HANDBOOK**

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PROGRAM INTRODUCTION

Welcome to the Leeds Professional Mentorship Program (PMP), and thank you for being a volunteer mentor! Launched in Fall 2009, this program matches students with mentors based on a variety of characteristics including: field of study, desired geographic location following graduation, career interests and personality. PMP students benefit from valuable academic and professional advice and perspective and have the opportunity to create a unique and lasting relationship with a business leader. PMP mentors 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 PMP mentors can help their students include:

- Advice and assistance on career options, life beyond the MBA, and more
- Access to your professional network and networking opportunities
- Opportunities to practice and strengthen professional communication and presentation skills
- Help in defining personal and professional goals, and the strategies to achieve them
- Providing a friend and connection in the business world

All of the students and mentors in this program are here because you chose to be here. 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

PMP Mission and Goals

The Professional Mentorship Program enhances the MBA experience through professional development opportunities with business executives. The program strives to create a tradition and appreciation of mentoring and being mentored within the Leeds School that will prepare our students to become actively engaged business and community leaders in the future.

Program Goals:

- Facilitate and support student engagement with a professional mentor as a key component of a Leeds education.
- Contribute to student development through unique opportunities for professional development.
- Create a sense of community and connection between Leeds School students, alumni, and corporate partners.
- Satisfy the desire of alumni, donors and the business community to directly engage with and provide value to current graduate business students.
- Provide students with a model that encourages future volunteerism and engagement with the Leeds School.
- Serve as a model and resource for future mentoring programs across the University of Colorado Boulder and other campuses.

PMP Calendar

The following provides an overview of important dates and events for PMP Students and Mentors. You can also find the calendar and updates on our Website (<http://leeds.colorado.edu/pmp>) and on the PMP Facebook page. You will receive reminders and invitations to PMP events throughout the year via email. If your contact information has changed, please contact us at LeedsPMP@colorado.edu so that we can update our records and stay in touch.

PMP KEY DATES: 2012*

SPRING SEMESTER

February 8:	Kick-Off Event, Leeds School
Feb/March:	First formal meeting with your Student
Early April:	PMP Networking Night/Workshop
April 26:	End of MBA Semester
May 11:	Commencement

*Additional information and event locations will be posted on our website closer to the event date.

PMP Contact Information

If you have questions, the PMP Office is here to support you. Please do not hesitate to send us an email or call if you have not heard from your student, or have questions, suggestions or concerns about the program. Since this program is new, we are learning as we go and rely on your insights to make it better. We value your feedback and will be asking you to complete annual surveys. Please take the time to let us know about your experience.

PMP Office:

Koelbel 207, LeedsPMP@colorado.edu, 303-492-5881

Website: <http://leeds.colorado.edu/pmp>

Katie Connor, Program Director:

Katie.Connor@colorado.edu, 303-492-5881

YOUR ROLE AS A PMP MENTOR

As a professional mentor, 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 PMP mentoring experience will be an enjoyable and rewarding one!

As a PMP mentor, you are an invaluable resource for our students. However, you are not expected to “do it all” or be a “silver bullet” in the job or internship search. Your students have many resources available to them here, including: Leeds’ Career Connections, 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 PMP mentor, in preparing for life after the MBA program.

Eligibility and Expectations

As a PMP mentor, you are asked to:

- Be willing to mentor one MBA student for three semesters (approximately 1.5 years).
- Meet with your student for at least an hour once per quarter, in person or by video conference/phone (minimum guideline). More frequent informal communication is encouraged as personal schedules allow.
- Commit to being accessible and engaged for the duration of the mentoring relationship.
- Be willing to share your personal and professional experience, insights, and network with your student.
- Attend kick-off and end-of-year celebration events that gather students and mentors together (for mentors in the Denver/Boulder area).
- Be a good listener, have a sense of humor, and enjoy your mentoring experience!

Mentor Experience

While each experience will be different, this reflection from a current undergraduate 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.

1. *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.*
2. *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

WHO ARE YOUR STUDENTS?

All of the students in the Professional Mentorship Program are first year students in the full time MBA program. While not required, most students have selected to concentrate in one or two of the following disciplines: Finance, Marketing, Management, Entrepreneurship and Sustainability. Our students have between 3 and 10+ years of experience, many are career switchers and while some have lived in the Denver/Boulder area, most are recent transplants. Beyond that, they represent an incredible diversity of backgrounds, experience, and aspirations.

HOW CAN YOU HELP?

The following provides a broad array of topics and endeavors that you might want to cover with your student mentee 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 for you and please modify and adapt these ideas to fit your own mentoring style. If you have other suggestions, we would be happy to incorporate them to include for future mentors. Please feel free to send your suggestions to leedspmp@colorado.edu.

This section 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

1. Establish the “Ground Rules” – 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, perspective as a client or future employee.
 - Establish How You Will Communicate – Ask your student 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.
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.
 - 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.

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 – Such as their resume, cover letters, and email requests. Help them tailor multiple resumes for different types of positions, 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, blogs, suggest local or industry news sources, etc.
 - Other “Soft-Skills” Development – Networking, agenda preparation, meeting planning, and follow-up.
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.
 - Encourage Self-Evaluation – If your student is uncertain about their plans, guide them in determining their true wants and needs.
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 specific field. Ideas for hands-on learning include:
 - Host Your Student at Your Office - Arrange for a tour, 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 - De-brief afterwards. Why are you involved? Role of professional engagement, learning, growth and connections that associations offer.

Later Stage: Hit the Ground Running!

6. Plan to Action – 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 - 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 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, etc.
 - 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
- 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 MBA PMP Mentor and MBA 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? PMP Students are responsible for reaching out to their Mentors to schedule the first meeting. All students receive their mentor's bio and contact information (email and phone number provided in the Mentor Application) when they enter the program. You should have already heard from your student, but if you have not please contact us at Leedspmp@colorado.edu.

When? PMP Students and Mentors should plan to have their first one-on-one meeting or discussion *sometime in February*.

Where? Have your first meeting (or conversation) in a place that is comfortable for both the student and the 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?

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...* – Two to three 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* – All students were required to submit a professional resume and have it reviewed by Career Connections as a condition of entry in the PMP. Your student(s) should send this to you in advance of your first meeting/discussion.
- You may also want to review the PMP "Mentor-Mentee Partnership Agreement" (in the Resources section) at the first meeting. This agreement 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 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 you're involved in this program? What 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, 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.
- **Make it Social** – 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.
- **Practice using new tools** –Text, LinkedIn, learn how to use social media better (have your student help you!)
- **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 (business-oriented!) 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.
- **Be patient and keep your sense of humor!** Everyone makes mistakes or has a bad day. 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 graduate school can be.
- **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 PMP office know if you have any concerns or questions.

Mentor Directory

All mentors in the PMP have access to the PMP Mentor Directory, which is posted on the PMP website, <http://leeds.colorado.edu/pmp>. This information is available so that current mentors can contact other mentors in the program and perhaps share experiences or meet together with your students. The directory is *PASSWORD PROTECTED*. The password will be provided during Mentor Orientation or via email. If you need the password, please email us at leedspmp@colorado.edu. The Directory is updated with new mentor applicants once per semester.

If you are you a mentor in the program, and would prefer that your contact information not be available to other mentor participants, please contact Katie.Connor@colorado.edu and we will delete your information from this file. This information is *ONLY AVAILABLE TO PMP MENTORS* and should only be used for purposes of sharing and connecting in your role as a PMP mentor. PMP students do not have access to this information. Please do not share this information outside of the PMP program.

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 PMP LinkedIn Group and Facebook Page, and check them for updates on PMP news and events.



TIPS AND TOOLS

This section contains the mentor-mentee partnership agreement and mentoring journaling template. Both tools are designed to aid the communication between you and your mentor.

- **PMP Mentor-Mentee Partnership Agreement** – Use to establish the “ground rules” with your mentor at one of your initial meetings.
- **Mentoring Journal Template** – Use as a model for ongoing reflection on what you’re learning and feedback to your mentor.

LEEDS PROFESSIONAL MENTORSHIP PROGRAM

MENTOR-MENTEE PARTNERSHIP AGREEMENT

Between: Student _____ **and Mentor** _____

Confidentiality:

- Commit to confidentiality during and extending beyond the formal ending of your mentoring relationship.
What information is OK to share, if any?

Meeting/Communication Arrangements:

- How often and for how long?
- How will you communicate between meetings?
- Agree how you will share concerns as they arise to maintain open communication.
- Discuss best methods for communication and expectations for response time.

Contact Information:

Mentor Contact Information

Primary Email: _____

Secondary Email: _____

Assistant Email: _____

Work phone: _____

Cell phone: _____

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

Student Contact Information

Primary Email: _____

Secondary Email: _____

Home Phone: _____

Cell Phone: _____

Preferences: (same as above) _____

Our Roles and Responsibilities:

Mentee's Roles and Responsibilities

Mentor's Roles and Responsibilities

LEEDS PROFESSIONAL MENTORSHIP PROGRAM

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?