Leeds School of Business
UNIVERSITY OF COLORADO BOULDER

Leeds School of Business
Professional Mentorship Program (PMP)

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

Student Handbook

Acknowledgements
In preparing this handbook, we incorporated feedback from mentors and students in the Leeds Professional Mentorship Program (PMP) and 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 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
STUDENT HANDBOOK

PROGRAM INTRODUCTION

Welcome to the PMP! Through this program, you will gain access to an experienced business professional who can provide you with advice and "real world" insight as you ponder academic and career choices during your last two years at the Leeds School. A professional mentor is someone who may be doing what you think you would like to do when you graduate. They represent all functional areas business in over 200 companies across the U.S. and overseas. While our mentors are a very diverse group, they all have one thing in common – they are interested in helping YOU to make the most of your Leeds experience and facilitating your transition to your own career in business.

All of the students and mentors in this program are here because you chose to be here – so make the most of it! Every mentoring relationship will be different, and what you gain will depend on your own personal goals and objectives, as well as the investment that you make in the program. Your mentor can help you to explore your choice of majors, the potential for graduate school, work-life balance, and effective networking and job search strategies. Other potential benefits of being involved in the PMP include:

- Advice and assistance on academic questions, career options, life beyond college, and more
- Access to the PMP network and networking opportunities and the opportunity to start building your own professional network
- Opportunities to practice and strengthen your 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 and job opportunities
- Development of a life-long friend and connection in the business world

> **"A mentor is a brain-to-pick, an ear to listen, and a push in the right direction."**
> **— John Crosby**
>
> **"A mentor is someone who allows you to see the hope inside yourself."**
> **— Oprah Winfrey**

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. It is critical that you RSVP to the events and workshops that are part of your commitment to this program. If your contact information has changed, please provide new information to the PMP Office.

Additional events and opportunities to meet with PMP mentors may be scheduled throughout the year, depending on time and student interest. If you have an event or activity that you would like to suggest, please contact us at LeedsPMP@colorado.edu. We appreciate your input.

PMP KEY DATES: 2011 – 2012*

FALL SEMESTER

September 12	Resume Complete and posted to CSO
September 12, 15, 20, 21	**PMP 1st-Year Workshops (required for ALL NEW students)**
September 16	New Students Receive Their Mentor Assignments
October 3	**PMP Fall Kick-Off Event, 5 – 6:30 pm, Leeds School Atrium**
October 5	Campus-Wide Fall Career and Internship Fair, UMC
Mid-October	**PMP Senior-Year Workshops (required for PMP Seniors)**
Before Thanksgiving	**First Meeting/Conversation with Your PMP Mentor**
November 21 – 25	Thanksgiving Break
December 10 – 15	Final Exams
December 16 – January 16	Winter Break

SPRING SEMESTER

January 17	Classes Start
End of January	**Re-connect with Your Mentor**
January 25 & 26	Campus-Wide Spring Career and Internship Fair, UMC
February 15	Leeds School Career Fair
February TBD	**Networking Night with PMP Mentors**
Before Spring Break	**Second Meeting/Updates on Internships and Job Search**
March 26 – 30	Spring Break
April 3	Campus "Just In Time" Hiring and Internship Fair, UMC
April TBD	**PMP Spring Celebration and Senior Send-Off**
May 5 – 10	Final Exams
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 or need advice, the PMP Office is here to support you. Please do not hesitate to stop by, send us an email or call if you are having trouble contacting your mentor or have questions, suggestions or concerns about the program. Since this program exists to help students like you, 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! We do not know that you need help unless you ask for it.

PMP Office:
Koelbel 345C, leedspmp@colorado.edu, 303-492-5881
Website: http://leeds.colorado.edu/pmp
Katie Connor, Program Director:
Katie.Connor@colorado.edu, 303-492-5881
Career Connections: (resume critiques, career counseling, job and internship search support)
Koelbel 227, Career.connections@colorado.edu, 303-492-1808

PROGRAM COMMITMENT

Your acceptance and continuation in the PMP is contingent upon completing a professional resume, which has been approved by the Leeds Career Connections Office upon acceptance, and attending required PMP Orientation Workshops in the Fall of each year. As a reminder, other expectations of PMP students are as follows:

- Attend Fall and Spring events with all students and mentors.
- Attend Junior- and Senior-Year PMP Workshops.
- Contribute at least two contact hours with your mentor per academic year.
- Complete period surveys regarding the program.
- Continue to be in good academic standing.
- Represent Leeds in a professional manner throughout the program, including appropriate attire and behavior.
- Maintain the utmost discretion and confidentiality of all personal, professional and contact information given to you about your mentor.

When you receive your mentor assignment you will be asked to agree to and sign the "PMP Student Contract." A copy of this document is provided in the Additional Information section at the end of the Handbook.

"Take advantage of this program. Talk to your mentor whenever you have questions. The real world comes fast and speaking with someone who has already gone through the transition can make it much easier."
— PMP Graduate, 2011

PREPARATION

To prepare for your first contact with your Professional Mentor, we ask that ALL first-year PMP students create a Professional Resume, write a brief Personal Statement, and identify your Mentoring Goals for the year. These documents will help you describe to your mentor: Who You Are and What You Want from the program. Your resume must be completed as a condition of acceptance. We will work with you on your Personal Statement and Mentoring Goals in the Fall Workshops.

PMP seniors should update their resumes early in the fall to reflect their summer work or internship experiences and also to include any new leadership positions or extracurricular activities. New resumes need to be posted to CSO and labeled FINALPMPRESUME (no spaces), in order to be pulled for the PMP Student Resume Book. PMP student resumes in this book will be made available to all of our mentors for use in their search and recruiting processes, so don't miss out on this benefit of the PMP!

Create your Resume

Your resume will likely be the first piece of information that your mentor sees about you, so you want to make a good impression. The counselors in the Leeds Career Connections Office will work with you to make sure your resume meets Leeds School standards. They will inform the Professional Mentorship Program office when your resume review is complete. After your resume has been approved, you will need to post it on the Career Services Online site (instructions for posting your resume to CSO are included in Additional Information). When you post your resume to CSO, be sure to label it FINALPMPRESUME (no spaces), so that it can be added to the PMP Student Resume Book.

We recommend that you start on your resume as soon as you have been accepted to the program. The steps that you need to follow are outlined below. For Fall admission, your resume should be completed prior to the start of fall classes, or no later than September 1. We have provided the Leeds Resume Template and instructions for posting your resume to CSO in the Additional Information section at the back of this Handbook.

1. If you have not done so already, activate your Career Services On-Line (CSO) account at https://www.myinterfase.com/cuboulder/studentregistration.aspx.
2. Begin your resume review process by e-mailing a WORD FILE of your resume to Career Connections at career.connections@colorado.edu. Include in the SUBJECT LINE: PMPResume.
3. Career Connections will review resumes on a rolling basis and send resume revisions to you by return e-mail. Alternatively, you can visit Career Connections in person in Koelbel 227 (call 303-492-1808 to make an appointment). Make sure you identify yourself as a PMP Student.
4. Complete all resume revisions recommended by Career Connections. Post your revised resume to the uploaded documents section of CSO and title it FINALPMPRESUME (no spaces.) NOTE: This is an important step to ensure that we can pull your resume for the PMP Student Resume Book!

Personal Statement

Prior to contacting your mentor, every PMP student should prepare a brief personal statement to share in your first meeting. This statement should tell your mentor a little bit about who you are as a person, provide some insights into your background, strengths/weaknesses, passions and values. Some things you might want to include are:

- Information about your family, where you're from, key turning-points in your life
- Why did you come to CU? - major in business, choose your area of emphasis
- What else are you involved in? – extracurricular activities, Greek life, hobbies and interests

- What are your proudest accomplishments and why? – academic, personal, previous job experience, athletic
- What are your aspirations? – academic, personal, professional
- Who are your role models and why? – what traits to they have that you admire

This exercise also will help you to begin to think about what is really important to you and what your goals and priorities might be in the next two years. Beginning to think about who you are, what makes you unique, and being able to articulate that clearly, will be invaluable as you begin to network and interview in the coming years.

Mentoring Goals

Next, think about what you want to achieve in your mentor-mentee relationship this year. Finish the statement, "I would like my mentor to help me with…" It might be helpful to think about where you are now, where you'd like to be at the end of the year or semester, and what things you need help with to get there. Some possibilities include:

- Professional Knowledge or Skills, e.g., better understanding of the different careers in accounting, stronger networking skills, insights into the corporate culture of an industry or firm, suggestions for resources to be better prepared for your job search
- Experience and Practice, e.g., shadowing your mentor, attending a meeting, conference, or business/social event, practicing your "elevator pitch" and interview skills, phone interview etiquette and practice
- Clarifying Your Goals, e.g., working through questions, real-world insights, help with creating your personal "strategic plan"
- Connecting/Relationship Building, e.g., networking strategies, use of online resources, recommendations for resources, help with introductions/informational interviews

Use the "S.M.A.R.T Goal-Setting Worksheet" in the Tips and Tools section of this Handbook to help you. Come up with at least 2-3 goals for the year. Review and revise with your mentor to make sure they meet the S.M.A.R.T. goal criteria:

- 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?

MAKING THE MOST OF YOUR PMP EXPERIENCE

PMP mentors are coaches, resources, and role models, who can help you in defining and achieving your personal and professional goals as you make the transition to life beyond Leeds. Your mentor 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. However, your mentor is not expected to be a "silver bullet" in the career preparation and search process. A PMP mentor is just one of many resources available to you at the Leeds School. To be successful, you should use your PMP mentor in conjunction with other resources available to you here, including: Leeds' Career Connections, Campus Career Services, Student Advising, Faculty Advisors, the Leeds Alumni network, student leadership programs, clubs, and volunteer opportunities.

Keys to Mentoring Success

The following ideas and suggestions for a successful mentoring relationship are based on feedback from PMP students and mentors, and input from other student mentoring programs. 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 PMP mentor commit the time and energy to build a solid relationship, we are confident your PMP mentoring experience will be an enjoyable and rewarding one!

- Take responsibility for your own growth and success by being reliable in contacting your mentor regularly and following-up on your commitments.
- Maintain a sincere interest in developing a personal relationship with your mentor. Do not only call when you need help or have a problem.
- Do your homework. On your mentor, their company, questions on their bio and experience.
- Take initiative and be clear about what you want. Put some "skin in the game." The best professional or personal development is what your commit to achieving yourself, not what someone forces on you.
- Make the relationship a priority - take advantage of this opportunity! Look at your mentor as someone who wants to make a difference and can really help you from a business linkage perspective.
- Show your appreciation. Send a thank you email or note for their time. Let them know what you are learning and how they have helped you.
- Go in with a genuine interest, not an agenda. Recognize that mentoring is a two-way street. Find ways to involve your mentor in school or club activities, share your thoughts and experiences. The relationship should be a symbiotic one (not parasitic!).
- Ask thoughtful questions and don't be overly focused on the job search. Think about what you need to do to be successful in broad terms. Take the opportunity to learn about a range of things and expand your horizons.
- Be willing to take risks and push your boundaries – if something is uncomfortable, all the more reason to do it. Think about jobs/internships as opportunities for learning and personal growth – don't be too narrowly focused.
- Be respectful or your mentor's time and resources. Use their time wisely, be prepared for your meetings, respond promptly to communications, follow-up on your commitments. Practice good professional courtesy at all times.
- Be persistent and patient. If you don't hear back from your mentor, try again. Realize that they may be travelling or it may be a particularly busy time for them. Don't give up and don't take it personally. Sometimes things fall "through the cracks" for all of us. If you continue to have trouble, try an alternate contact or come see us in the PMP office.
- Be open and honest. The better your mentor understands you and your interests, the more they can do to help.
- Be positive. Be willing to see other perspectives and accept feedback constructively.
- Be trustworthy and able to maintain confidentiality.

Mentoring Pitfalls

We hope that you will avoid these pitfalls in your PMP mentor-mentee relationship. If your partnership does not seem to be working out for some reason, think about how you might address the problem or come see us for help.

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

**"Use your mentors as much as you possibly can!
The program is extremely helpful as long as you use it to the fullest!"
— PMP Student**

**"Make the effort to communicate with your mentor – both of you may be busy but making time for each other is important.
Be open-minded to learn about the real world and about your mentor."
— PMP Student**

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 in the Fall. Please contact us at leedspmp@colorado.edu if you are unable to contact your mentor.

When? PMP Students and Mentors should plan to have their first one-on-one meeting or discussion PRIOR to the Thanksgiving Break. You may have a chance to meet each other at the PMP Kick-Off Event earlier in the Fall, which is a good time to set a date for your first in-depth meeting. DO NOT plan to accomplish your meeting during the Event, which is a bit hectic and more of a social gathering. If your mentor is coming in from out-of-town for the event, you may be able to have your meeting during the day prior to the event or go to dinner after the event, if either of those is convenient. Be sure to set this up in advance!

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." If you're talking on the phone, go somewhere quiet and where you have good reception!

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. You should send this to your mentor in advance of your first meeting/discussion.
- You may also want to review the PMP "Mentor-Mentee Partnership Agreement" (in Tips and Tools) with your mentor at your first meeting. This agreement is intended to help you and your mentor clarify your roles and expectations and provide a solid foundation for your partnership.

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. Here are some ideas – both tactics and attitudes - that may help.

- 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.
- Practice using new tools – Text, LinkedIn, learn how to use social media better (you may have to teach your mentor these skills). Students – practice using email regularly!
- Be an active listener – take notes and ask lots of questions.
- 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 – Read about your mentor's company or industry in the business press. Talk about current business or campus news.
- Be honest – About what you want to get out of this relationship and what your expectations and constraints are.
- Be "consciously competent" – Make an investment in the relationship and take an active interest in its success. Commit to learning all you can and follow-through on your commitments.
- Don't expect your mentor to do all the "heavy lifting." Be proactive.
- Be patient and keep your sense of humor! Building a relationship takes time. Everyone makes mistakes or has a bad day. Be understanding and apologize if the situation calls for it.
- Respect each other's time and priorities.
- Be respectful that your mentor has set aside time for you. This is a great chance to develop good professional courtesies and habits for the working world.
- 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.

Challenges of Virtual or "Distance"-Mentoring

For students who have non-local mentors, there may be added challenges to staying in touch and creating a bond with your mentor. Through creative use of technology, distance mentoring partners have succeeded in building relationships across distance, time zones and cultures. Many PMP students have had successful relationships with a mentor that they have never met, or only met once. In fact, creating a bond with a distant mentor is great experience for working with colleagues in an increasingly global workplace. Some potential challenges and solutions to virtual mentoring partnerships are highlighted below.

1. <u>Lack of visual cues</u>. Up to 55 percent 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 1 or your meetings. Listen to the tone of voice, as well as what is being said. Ask questions or for clarification if something is confusing to you.

2. Constraints of time zones. Finding a convenient time to talk may be more challenging for mentor-mentee pairs that are separated by multiple time zones.

    - Solutions: When you set expectations for communication, be clear about times that may be good or bad (i.e., early morning, dinner time, etc) for you.

3. Staying focused and committed. Although this is a challenge of any partnership, staying motivated and creating a strong connection is even more critical for distant pairs.

    - Solutions: Setting a regular communication schedule can be particularly beneficial. Use e-mail as a connection between conversations. Respond promptly to emails to create continuity and flow. Keep a journal that documents progress and that you can share and use as a spring-board for the next discussion.

4. E-mail 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 meeting. Be sensitive to issues of confidentiality.

Phone Etiquette

Even for students with local mentors, much of your communication may be via phone. Here are some suggestions for improving you phone etiquette and communication skills. Use these skills whenever you have a phone interview, as well.

- Posture: Sitting erect with your head up is ideal posture for both listening and speaking on the phone. Thirty percent of the energy in your voice is lost in a phone transmission. Upright posture supports better breathing, which supports a more animated voice – which encourages active learning.
- Hear: When someone says, "I hear you," they usually mean that they really "get" what you are saying. Conversation between mentoring partners requires this intense and focused effort to really hear what the other means – beyond the words.
- Open: It's a good idea to start the conversation by confirming that it is still a good time for both partners to talk. This courtesy underscores your commitment to focused communication. Be willing to reschedule if your partner sounds rushed or unavailable.
- Note Taking: Writing as you listen focuses your visual attention and documents your conversation for later reference. You can use the Mentoring Journal Template included in the "Tips and Tools" section of this Handbook.
- Eliminate Distractions: Find a comfortable space that is free from distractions. Resist the temptation to multitask during a conversation with your mentor. Listening efficiency drops dramatically even with small distractions.

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 a variety of tools, templates and checklists that you may find valuable in working with your mentor.

1. **PMP Mentor-Mentee Partnership Agreement** – Use to establish the "ground rules" with your mentor at one of your initial meetings
2. **S.M.A.R.T. Goal-Setting Worksheet** – Use to better define your Mentoring Goals for the year
3. **PMP Activity Ideas and Checklist** – Use to identify and discuss activities that you might want to do with your mentor and track your progress
4. **Mentoring Journal Template** – Use as a model for ongoing reflection on what you're learning and feedback to your mentor
5. **Professional E-mail Template** – Sample of the body of your initial email communication (available online on the PMP Website)

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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

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:

- **S**pecific – Is your goal well-defined enough to be understood by your mentor?
- **M**easurable – How will you know when you have made progress or achieved your goal?
- **A**chievable – Do you have the resources to achieve your goal?
- **R**elevant – Is it meaningful and valuable to you personally or professionally?
- **T**ime-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 PROFESSIONAL MENTORSHIP PROGRAM

ACTIVITY IDEAS AND CHECKLIST

The following provides a range of ideas for activities that PMP students and mentors may want to engage in over their two-year relationship. It might be useful to review prior to one of your early meetings and then discuss what specific activities and ideas can help you define your Mentoring Goals. It is not intended as a comprehensive list that you need to complete 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: leedspmp@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.

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 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/individuals depending on interests, 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 student'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*** – If your student is interested in visiting or working in your location or they are from your home town, help them to plan and organize some informational interviews. Meet over a break. Connect them to your local network.

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 "PERT" 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 connecting them 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.

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?

EMAIL TEMPLATE FOR CONTACTING YOUR PMP MENTOR

TO: MyPMPMentor@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 junior/senior studying _______ at CU. I am from _______ and (some other fun fact - "enjoy playing sports," "like you, am a big Buffs fan," "enjoy travel," etc.. - USE THEIR BIO TO MAKE A CONNECTION IF POSSIBLE) I have attached my current resume for your information.

II. NEXT STEP(S) AND FOLLOW-UP

A. Local Mentor - YOU ARE attending Kick-Off
I will be attending the PMP Kick-Off Event on October 3 and hope I will be able to meet you there. I will look for you in the Leeds Atrium at 5:00 (OR - I have class and will be arriving ______)

B. YOU are NOT attending the Kick-Off
Unfortunately, I am not able to attend the Kick-Off Event due to_______. However, I would like to get in touch with you in the next week or 2 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.

C. OUT OF TOWN MENTOR
I know you may not be able to make it to Boulder for the PMP Kick-Off event in October, but I would like to touch base with you in the next few weeks, if possible. Would you be available for a phone conversation on ________ or ________? 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 over the next 2 years 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,
STUDENT
Leeds School of Business, Class of 2012
EMAIL ADDRESS
PHONE CONTACT

ADDITIONAL INFORMATION

This section includes useful reference material and resources that you may find helpful in preparing for your PMP experience and in working with your mentor.

1. **PMP Student Contract**
2. **Career Toolkit:** Resume, cover letters, "elevator speech," networking tips
3. **Instructions for Posting Your Resume to CSO**
4. **Overview of Career Interest Assessment Tools** - Available for students through CU Career Services and Leeds Career Connections Office
5. **Student Advisory Council** – Current members and how to apply
6. **Recommended Reading** – Selected list of books and resources that PMP mentors and students have shared as the basis for discussion and professional development.

Leeds School of Business
UNIVERSITY OF COLORADO BOULDER

LEEDS PROFESSIONAL MENTORSHIP PROGRAM
STUDENT CONTRACT

Purpose:
The purpose of the Professional Mentorship Program is to enhance the undergraduate experience through personal and professional development that also fosters:
- Improved career connections
- An additional layer of valuable student advisement, and
- A development of professional business world expectations.

Background/Mission:
The Professional Mentorship Program was initiated in 2009 to enhance the undergraduate academic experience of Leeds students, as well as to prepare and inspire them to best meet future challenges in the business world. The two-year program matches students and professionals with shared interests such as industry, functional area, geographic location and other criteria. Through their mentoring relationship, students can explore choice of majors, potential for graduate school, work-life balance, and effective networking and job search strategies. The PMP strives to create a tradition and appreciation of mentoring within the Leeds School that will ultimately prepare our students to be actively engaged business and community leaders in the future.

Student Responsibilities:
As a member of the PMP community, I agree to:
1. Attend all required meetings and training sessions.
2. Attend Fall and Spring events with students and mentors.
3. Meet the requirement of having junior standing and at least 4 semesters remaining at Leeds.
4. Contribute a minimum of 2 contact hours with my mentor per academic year. Exact hours may vary due to dynamic of mentoring.
5. Complete periodic surveys regarding the program.
6. Continue to be in good academic standing.
7. Take responsibility for communicating with the PMP if I must miss an event and follow-up on missed activities.
8. Represent the Leeds School in a professional manner throughout the program, including appropriate attire and attitude. Casual attire is appropriate only if the mentor specifically states so, or if the mentorship session activity dictates.

Confidentiality Statement:
As a mentee, I agree to maintain the utmost discretion and confidentiality of all personal, professional, and contact information given to me about my mentor. 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 may not be shared with others, regardless of whether they are in the program. Breaches of this agreement will result in forfeiture of the mentorship and program participation.

Confirmation of Participation:
To be eligible for the Professional Mentorship Program, you have passed a rigorous application process and have been admitted based on many personal, academic, and professional criteria. Congratulations!! After completing the requisite professional training, and by signing below, you agree to maintain a professional relationship with everyone involved with the program for the next two years or until you complete your degree at the Leeds School of Business, University of Colorado Boulder.

Student Contract continued

Leeds School of Business
UNIVERSITY OF COLORADO BOULDER

I agree to the conditions of acceptance and student responsibilities for the **Professional Mentorship Program**.

Name (Printed): ____**Date**: ______

Name (Signature): ____

Permission for Inclusion:
The PMP periodically takes videos and photos at our events, workshops and other activities and would like your permission to include your photo or video footage in official program materials. We also need your permission to include your professional resume, as posted on the Career Services Online (CSO) site, in the "PMP Resume Book." This book will be available to all PMP Mentors through the PMP website.

YES - The Professional Mentorship Program has permission to include photos or videos of me at official PMP events in their marketing, promotional and educational materials.

_______ **Initial Here**

YES – The Professional Mentorship Program has permission to include my resume in the "PMP Resume Book," which will be posted on the PMP website and made available to PMP mentors.

_______ **Initial Here**

Career Toolkit

Provided by:
Leeds School of Business
Career Connections Office
career.connections@colorado.edu
KOBL 227
303.492.1808

NAME
Address, City, State Zip
E-Mail Address and phone number

EDUCATION

UNIVERSITY OF COLORADO BOULDER-Leeds School of Business Month & Year of Graduation
Bachelor of Science in Business Administration with an emphasis in _______________
List any Certificates or Minors here
Cumulative GPA or Business GPA (list only if above 3.0 and list whichever GPA is higher, your cumulative or business GPA)

- **Relevant Projects:** You may want to include details of relevant class projects or fieldwork here, especially if they are directly related to your employment goals. In sentence format, tell WHAT the project was, HOW you went about it and what the RESULTS were, if any.
- **Relevant Courses**: You may want to include specific courses in your area of emphasis or toward a certificate. List higher level electives only and list by name. (No course numbers)

OTHER COLLEGES/UNIVERSITIES, City, State (list semesters abroad, transfers or other degrees)
Degree and Major, dates attended (use the same format as your University of Colorado description above)
If you did not receive a degree, put "Coursework toward B.S. in Business Administration" or "Courses included…."

HONORS AND AWARDS (use 2 bullets, if you have only one honor, put under GPA, or this category might not exist!)

- List any ACADEMIC OR EDUCATIONAL honors or awards or scholarships, i.e., Dean's List, Fall 2010
- Sports achievements and awards will be at the bottom under a PERSONAL ACHIEVEMENTS section

LEADERSHIP (this could be an ACTIVITIES or VOLUNTEER EXPERIENCE section, or not exist at all!)

Name of Organization, City, State Fall 2010-Present
Officer/Position Title (Member since Fall 2008)

- List leadership experience in reverse chronological order (most recent first). No personal pronouns, I, me, they, our, etc.
- Leadership is different from work experience. If you were "leading" a group, either in a club, committee or team environment, list it. Sports are OK here if you were a captain. If you are a member, but not a leader, just change the category header. Or, call it LEADERSHIP AND ACTIVITIES if you have some of both.

Name of Organization, City, State Fall 2009-Spring 2011
Officer/Position Title

- Quantify results and accomplishments of your position, not just responsibilities held. Tell the reader what YOU did, not what the committee/club as a whole did. Do you know how much money you raised, people you recruited, or impact you made, QUANTIFY! List this important info! Give details and show your level of responsibility. Use periods or not, just be consistent.
- Always use at least two bullet points. One position or activity is fine, this resume just has two.

EXPERIENCE

Name of Company, City, State June 2011-Present
Your Position Title

- List your positions in reverse chronological order and again quantify your results and accomplishments and highlight your level of responsibility. You can incorporate personal strengths into these bullets if you feel it helps explain your role.
- All work experience is relevant to employment goals and shows responsibility, time management, etc. Review resume writing hints on the back of this sample or on-line. Start each bullet with a strong action verb. A list is available in Career Connections.
- Employers will often scan for key words in your resume that apply to criteria in their job descriptions. Research jobs that interest you and use the relevant key words in your resume.

Name of Company, City, State Summers 2008-2010
Your Position Title

- Avoid short phrase-y bullets, take the time to think of and write out a detailed description of what you did. Use past tense if the job is over and present tense if you are still there, i.e., June 2011 - Present
- Always use at least two bullet points

SKILLS (remember, skills are taught and tangible and do not include personal strengths, which are subjective)

- List any and all of your computer skills
- List language skills (classify your ability: Basic, Conversational, Proficient, Fluent)

ADDITIONAL INFORMATION or PERSONAL INFORMATION or PERSONAL ACHIEVEMENTS

- Use this section for any other information that helps market you to potential employers
- Examples- use a bullet for current or high school sports, music or significant accomplishments not listed above
- If you don't have quantifiable accomplishments use an INFORMATION header and list intramurals, hobbies, interests or certifications. If you are personally funding the majority of your education and living expenses, list that here.
- Use a bullet to list your high school if you think it might be helpful from a networking standpoint.

Undergraduate Resume Tips

- Please try to follow the resume template as closely as possible. Keep your resume to one page ONLY – no matter how involved you've been. This template is set at 10 point font with 11 point font for the categories. The margins in this template are set VERY small to fit everything (.5 for left and right and .3 for top and bottom). You may need to use wider margins and a larger font in order to fill a page, for example, 11-12 point font and 1" margins.

- A resume is "your story" on paper. Most times, employers will have to "meet" you via your resume before they meet you in person. A well thought out and formatted resume shows the reader you are articulate, detailed, have good written communication skills and care about the impression you are making.

- A resume is like a funnel. The "biggest" most important thing you are doing right now is at the top and then funnels down to more detailed, less relevant information. Each position you've held will also be structured this way. Your first bullet should always be your "biggest" all-encompassing bullet or biggest responsibility bullet. Employers will read your first bullet and decide how much attention to pay to the rest of the bullets under that job, based on the first.

- A "References" section is not needed on your resume. The employer will let you know when they need your references; this gives you the opportunity to make sure your references are in town or available to talk with them. Please note: it's usually a red flag to an employer when references can't be contacted – so confirm your references are available and willing to speak highly of you!

- Use your Boulder street address unless you are sending your resume to people in your hometown. If so, use your permanent address there. 1234 Oak Street, Boulder, CO 80301 (2 spaces after state)

- Show results where you can: increased sales by XX%; exceeded 2011 sales quota by 49%; manage club budget of $5,000; raised $10,000 through various philanthropy events; planned event for 500 people, etc.

- When describing your job duties, start each bullet with a strong action verb and give details. Some examples:
  - Increased sales for carryout business through exceptional customer service and up-selling
  - Provided a positive learning environment, motivated, coached and managed a group of ten children
  - Supervise and coordinate activities of dining room personnel to provide high quality service to guests; schedule dining reservations, arrange parties and special services for diners in a fast paced environment
  - Removed and disposed of dead trees, maintaining motivation and positive attitude in a repetitive manual labor environment
  - Ranked #1 out of ten interns in terms of sales volume, customer retention and new accounts opened
  - Co-managed day-to-day operations of busy restaurant; supervised seven employees per shift; calculated employee drawers and the safe; addressed customer complaints and problems using strong customer service skills
  - Lead a team of five magazine delivery drivers to ensure on time delivery of the magazine to over 150 drop sites
  - Collaborate with peers to ensure customer safety, maintain establishment safety regulations and uphold fire codes

continued

- Supervised two volunteers, handled concert logistics, managed crowd control and vendor booths
- Prepared boats with safety equipment and food supplies; instructed guests on the safety procedures of the river; informed clients of commands for river navigation
- Assembled and analyzed cost basis and cash flow analysis
- Established long-term relationships with media through promotional activities and market research
- Trained new employees in company processes and job duties, including ……………..
- Answered phones, scheduled 30+ appointments per day, and updated customer databases
- Perform various administrative tasks such as alumni outreach to increase membership
- Coordinated and organized swim lessons for 150 children and CPR certification program for 20 lifeguards
- Analyzed multi-family commercial real estate projects using pro forma financial statements

Your bullets can be longer and include more than one piece of information about a certain topic, just separate with a semi-colon. If extremely detailed information, 2 sentences per bullet is OK, just use periods throughout resume then.

Of course, always check for spelling errors. Remember, spell check doesn't catch everything. It's a good idea to have your friends, business acquaintances, etc, look at your resume - the more "eyes", the better.

To make an appointment with your Career Advisor, call Career Connections at 303.492.1808 or stop by Suite 227.

Cover Letters that Have Impact

A cover letter is a sales pitch. It is an opportunity to market your skills and personal strengths in a compelling and personal way to an employer for a specific position. A strong cover letter will prompt the recruiter to give your resume more consideration and hopefully offer you a chance to interview. The most important thing to remember is that the cover letter is about **what you can do for the company**, not about what the company can do for you. Your cover letter should address the specific position that is available, as opposed to your interest in the company as a whole. You will need to write a customized cover letter for each position you apply for.

The three most important elements of a good cover letter are:

- **Knowledge**: Demonstrate that you know what is good for the company. An employer hires you to fill the needs of a specific position. Make sure you know what those needs are by looking at the qualifications outlined in the job posting, or the job description.
- **Self-awareness**: Identify your strengths and skills. WHY should they consider you? How does your background line up with their needs?
- **Heart**: Allow your passion to show through. This is a way for potential employers to get to know you before they actually meet you. Your cover letter combined with your resume should paint a picture of who you are.

Cover Letter Structure – Letters will be 3-4 paragraphs

Opening

This first paragraph should tell the reader why you are writing. And it should grab their attention so that they keep reading!

- Who you are? Your year in school, degree, etc.
- Why you are writing to them – i.e., what position are you applying for – include a personal contact name here if you were referred by a friend, professor or mutual contact. You can include how you learned of the opening.
- **Why you are interested in the position** – really think about your answer to this, it needs to be genuine.
- Show your industry/company knowledge and demonstrate briefly that you understand their needs. You'll use this as a transition to the next paragraph which will show why you are the best candidate for their job.

The Sales Pitch

The second (and maybe third) paragraph is your opportunity to convince the employer that you would be a good candidate to interview.

- Choose 3 skills/traits the employer is requiring and show how you meet these requirements. Use the job description, requirements or qualifications to inspire your paragraph. Pull from past work experience, coursework and personal experience.
- **DO NOT** regurgitate your resume. Relate your experience to them and their job. Where your resume is factual, this is your chance to show the worth of these experiences as they relate to the open position.
- Show that you are action and results oriented. Bring each story and example full circle to include a positive ending and result where possible. Or, if results aren't applicable, what did you learn?

Closing

- Restate in one sentence how you can add value to the firm.
- Restate your interest in the firm and thank them for their consideration.
- Identify your next action. Remember that you are responsible for the follow-up if possible.
- You will receive a call/email if selected for an interview, keep in mind most companies will not contact you if they are not interested in you.

Additional Tips

Address your letter to a specific person if possible. If it is not possible to send your letter to someone (many busy HR departments will not include a name for fear of being inundated with calls) simply address your letter to the "Recruiting Committee" or "Hiring Committee" or "Hiring Manager". Or do not include a salutation at all.

- Use a business letter format, make sure your letter is grammatically correct and free of all errors.
- Always have someone else read your letters before you send them. It is exceedingly difficult to find your own mistakes.

Sample Cover Letters

1234 Pine Street
Boulder, CO 80304
303-567-9810
awesomeandrew@colorado.edu

August 21, 2011

Hiring Manager
ABC Corporation
Denver, CO 80021

Dear Hiring Manager:

I am pleased to submit my resume for your Human Resources Assistant position. Having just graduated from the Leeds School of Business at CU Boulder, in May 2011, with a degree in Business Administration and an emphasis in Human Resources Management, I feel I possess the skills and qualifications you require. In a large, busy firm like ABC Corporation, it's imperative to have a strong HR staff in place. I'm impressed with the fact you have over 800 employees and very little employee turnover and I'm looking forward to assisting your staff with such efforts as retention, compensation plans, benefits and employee morale. Human Resources is an area that I've always known I would excel in, as I truly care about others, enjoy researching and finding solutions to discrepancies and problems, and enjoy an ever changing work environment.

To be a successful, respected Human Resources employee, empathy and compassion are paramount. As you can see by my resume, I have volunteered extensively with underprivileged families. This has taught me patience, perspective and provided a sense of self-satisfaction that was instrumental in propelling me into the field of Human Resources. Additionally, my position at the Boulderado Country Club exposed me to a demanding high-end clientele. These experiences would allow me to be comfortable assisting everyone from the CEO to a new file clerk at ABC Corporation with their HR needs. Strong communication and interpersonal skills are also necessary to assist employees. I have often been described as very outgoing and extroverted by my past managers and feel that I am a very positive person. I have held numerous customer service positions and enjoy working with and talking with others. I would represent your department professionally and positively and reflect the image you require.

Lastly, your job description states that you need someone who has worked extensively with HRLink, has experience processing payroll and administering benefits. In my internship last summer, I worked with HRLink daily and am very comfortable with it. Although I was not responsible for payroll or benefits directly, I have been exposed to the process and am confident I could learn it quickly. In my Human Resources Management class I completed a semester long project analyzing different benefit options for a large manufacturing company and ultimately making recommendations to management. My coursework has more than prepared me for this type of position and I'm excited to use what I have learned.

Thank you for considering me for an interview. I feel my experience and education make me an ideal candidate. I am well aware of the job requirements and rigors of the position and welcome the opportunity to speak more about it. I will follow up with you in a week if I do not hear from you. Please feel free to contact me via phone or email.

Sincerely,

Andrew Zwishmish

NOTE: This letter is intentionally longer than most cover letters in order to demonstrate different ways to sell yourself.

Preparing Your Elevator Speech

An "elevator speech" is a term taken from the early days of the internet explosion when web development companies needed venture capital. Finance firms were swamped with applications for money and the companies that won the cash were often those with a simple pitch. The best were those that could explain a business propositions to the occupants of an elevator in the time it took them to ride their floor. In other words, an elevator speech that worked was able to describe and sell an idea in 30 seconds or less. Today, an elevator speech can be any kind of short speech that sells an idea, promotes your business or markets you as an individual.

An elevator speech is as essential as a business card. You need to be able to say who you are, what you do, what you are interested in doing and how you can be a resource for you listeners. If you don't have an elevator speech, people won't know what you really do.

KNOW YOUR AUDIENCE – Before writing any part of your elevator speech, research your audience. You will be much more likely to succeed if your elevator speech is clearly targeted at the individuals you are speaking to. Having a "generic" elevator pitch is almost certain fail.

KNOW YOURSELF – Before you can convince anyone of your proposition you need to know exactly what it is. You need to define precisely what you are offering, what problems you can solve and what benefits you bring to a prospective contact or employers.

Answer the following questions:

1. What are your key strengths?
2. What adjectives come to mind to describe you?
3. What is it you are trying to "sell" or let others know about you?
4. Why are you interested in the company or industry the person represents?

OUTLINE YOUR TALK – Start an outline of your material using bullet points. You don't need to add any detail at this stage; simply write a few notes to help remind you of what you really want to say. They don't need to be complete sentences.

You can use the following questions to start your outline:

1. Who am I?
2. What do I offer?
3. What problem is solved?
4. What are the main contributions I can make?
5. What should the listener do as a result of hearing this?

FINALIZE YOUR SPEECH – Now that you have your outline of your material, you can finalize the speech. The key to doing this is to expand on the notes you made by writing out each section in full. To help you do this, follow these guidelines:

To help you do this, follow these guidelines:

1. Take each note you made and write a sentence about it.
2. Take each of the sentences and connect them together with additional phrases to make them flow.
3. Go through what you have written and change any long words or jargon into everyday language.
4. Go back through the re-written materials and cut out unnecessary words.
5. Finalize your speech by making sure it is no more than 90 words long.
   http://bschool.pepperdine.edu/career/content/elevatorspeech.pdf

Career Networking Tips That Work

by Amy Fontinelle, Investopedia.com

Many of us look at networking the way we look at going to the dentist. We know we're supposed to do it, but we really don't want to. So we put it off until, one day, something goes wrong and we have no other choice.

The way networking is usually presented makes it seem incredibly unappealing. It defies our natural tendencies: it seems insincere and sycophantic, and for introverts in particular, it seems to require becoming a whole new person--one who is fearless and gregarious, and who never encounters an awkward silence.

But networking isn't really about forcing yourself out the door to attend networking events where you'll present your elevator speech and hand out your business card to as many people as possible. It's about developing genuine relationships with people who will be there for you even when you don't need them. So how do you do that?

1. Become the type of person other people want to meet. This is the key message of "Guerrilla Networking," by Jay Conrad Levinson and Monroe Mann. This strategy may be particularly appealing to introverts, who can be put off by traditional networking tips that seem to require being outgoing.

    - "Why work your butt off to meet people when you can put that same energy into becoming an interesting person within your field, and then benefit again by having the same people you want to meet ... come up to you?" the authors ask in their book.

    - "Meeting people can do nothing for you if you yourself have nothing interesting to offer," they add. (If the idea of networking makes you anxious, check out "Networking Tips for Shy People." (http://hotjobs.yahoo.com/career-articles-networking_tips_for_shy_people-1280)

    - Some of their networking tips take time to achieve--you can't become an expert in your field or attain media exposure overnight--but others you can implement immediately. Offering to help people, smiling, and sending an email are easy for anyone to do.

2. Be more interested in other people than you are in yourself. Almost everyone is much more interested in themselves than they are in you. And almost everyone, given the chance, will talk about themselves rather than really listening to you. So set yourself apart by following Dale Carnegie's time-tested advice from "How to Win Friends and Influence People": become genuinely interested in other people. There's something truly interesting about everyone. That being said, what do you do if you can't find that something about the person you're talking to? Move on. The beauty of effective networking is that quality is more important than quantity. You don't have to click with or be friends with everyone. (Social networking can be a valuable job-search tool and a serious liability. Find out how to keep Facebook from ruining your jobprospects in "6 Career-Killing Facebook Mistakes." http://finance.yahoo.com/career-work/article/109267/6-career-killing-facebook-mistakes)

3. Be more concerned with collecting business cards than with handing them out. If you think handing out your business card is a great way to make new contacts, you're dead wrong. When you hand someone your card without getting theirs in return, the ball is in their court. You have no way of contacting them again. In "Guerrilla Marketing," Levinson recommends that when you get someone else's card, you jot down notes about what you talked about on the back and follow up the next day. With your quick follow up, that person will be more likely to remember who you are. Remind them what you talked about and show them that you were actually paying attention to what they had to say, and you'll really make a great impression.

4. Join clubs. Don't just join clubs for the sake of meeting people for networking--people will see right through your insincerity. Join clubs that do things you are genuinely interested in. You'll already have at least one thing in common with everyone else in the group, and you'll have a much better chance of developing a relationship that could one day lead to a job than you will by attending random networking events. New people are always visiting and joining clubs, and there are plenty of clubs to join, so your network will never get stale. Best of all, you will probably have fun and make friends, so building your network won't feel like drudgery.

5. The Bottom Line. It's not a bad idea to always have your elevator speech in mind and a business card in your wallet, but those strategies alone aren't going to get you very far. The same goes for staying in touch with people even--or especially--when you don't need something. Yes, you should do this, but you should do it because you really care about those people, not because you hope that your investment in birthday cards and postage will pay off one day when you're unemployed. The real secret to networking is to be sincere and to be the best version of yourself. http://hotjobs.yahoo.com/career-articles-4_career_networking_tips_that_work-1287

LEEDS PROFESSIONAL MENTORSHIP PROGRAM

INSTRUCTIONS FOR UPLOADING YOUR RESUME TO CSO

1. Register at: www.careerservices.colorado.edu
2. Once registered, login to CSO
3. Select the “My Account” tab at the top and a drop down menu will appear
4. Select “My Documents” from dropdown menu
5. Select “Upload File” under Resumes found in “Employment Related Categories” section of page
6. Label your resume: “PMPFINALRESUME” (no spaces), so it can be easily identified and pulled for the “PMP Resume Book.”

Career Interest Assessments

Assessment	Description	Best Uses	Costs
FOCUS-2	FOCUS-2 is self-guided and interactive resource designed to help you identify CU majors and career options based on your values, interests, skills, personality, and career aspirations. (http://careerservices.colorado.edu/students/focus2.aspx). Time: varies; most sections take 5 minutes to complete	•Major selection at CU Boulder •Researching career information (skills, job outlook, average income, etc.) •Great for 1st year students to use as an exploration tool (even before orientation)	FREE (Taken on-line)
VISTa Life/Career Card Sort	The VISTa Life/Career Cards provide a simple, experiential tool to assist you in discovering your personal valuees, interests, skills, and traits, by means of sorting cards. Time: 1.5 hours	•Ideal first step for students who do not want to pay for an assessment or are skeptical •Self-exploration •With the results, students can do research on recommended careers	FREE (Taken at Career Services)
Strong Interest Inventory (SII)	SII is an elaborate online assessment that codes occupational interests based on personal likes and dislikes of activities, occupations, academic courses and people. Time: 1 hour	•Early career exploration •Great for OPNO students, or those who are questioning their current major •Provides a list of top ten recommended jobs •Most effective when the student focuses on the general qualities of the suggested jobs	\$10.00 or 17.00 (Price varies based on report)
Do What You Are	This inventory assesses one's MBTI type through situational narratives with which college students can readily identify. This is a more holistic way to look at theory. The companion "Do What You Are" book explores careers in a variety of fields as well as developmental issues a student may have in planning his or her career. Time: 45 minutes	•Self-exploration •Great for Freshmen and Sophomores •Lists a student's possible strengths and blindspots in academic and work environments •Useful for major exploration	\$6.00

Assessment	Description	Best Uses	Costs
Myers-Briggs Type Indicator (MBTI)	Based on Jung's theory, the Myers-Briggs Type Indicator is a widely used personality inventory and a resource in career management, conflict resolution, and team and leadership development. The MBTI determines preferences on four dichotomies: Extraversion/Introversion, Sensing/Intuition, Thinking/Feeling, and Judging/Perceiving. Time: 30-40 minutes	•Great for Juniors and Seniors •Helps to cultivate an understanding of one's "place in the world" (in group settings, etc.) •While results do not make specific career suggestions, they help clarify a career vision •Students can apply their values and interests to the results to identify ideal work environments	$23.00 (Price includes an interpretive booklet)
StrengthsQuest	StrengthsQuest measures the presence of talent in 34 areas called "themes." This assessment points to your greatest talents and potential strengths. The results given will be a description of your 5 Signature Talents. Meeting with a Career Services Counselor will enable you to integrate and understand how to utilize this information after taking the assessment. Time: 30 minutes	•Good to take at any point in a student's academic career •Provides language for students to use during grad school and job interviews to market their strengths to the interviewer •Helps explore, validate and clarify career choices as they align with a student's strengths •Helps to identify how a student can maximize their professional success, regardless of career choice	$15.00

Interested in taking one or more of these career assessments?

STEP 1: Stop by Career Services for a 15 minute walk-in meeting with a career counselor Mondays-Thursdays between 1 pm – 4:30 pm to discuss which assessment(s) you want to take. Career Services is located on the 3rd floor of the Center for Community Building (C4C) in room #N352.

STEP 2: Take the assessment online after purchasing at Career Services. Many of them can be taken at home on your own time.

STEP 3: Make an appointment with a career counselor (303.492.6541) to review the result of your assessments. It is also highly recommended that you make an appointment to share your results with your academic advisor.

LEEDS PROFESSIONAL MENTORSHIP PROGRAM

STUDENT ADVISORY COUNCIL

The Student Advisory Council is a group of current PMP students that provide advice and assistance to the PMP, as well as serve as PMP Ambassadors in the Leeds community. PMP Student Advisors play a critical role in providing student feedback and perspective to the program as we continue to grow and look for new ways to provide value to all participants.

All students are welcome to participate as Student Advisors. You must be willing to commit to helping with student recruiting, events, program communication or other activities and also attend an organizational meeting at the beginning of each semester. If interested, please send an email to Katie.Connor@colorado.edu.

Current Members:

Jessica Beloff, December 2011
Finance, International Business Certificate

Melaina Daniel, May 2012
Marketing

C.J. Davis, May 2012
Finance, Minor in Economics; Certificate in Entrepreneurship and Small Business Management

Andy Dusso, May 2013
Accounting/Finance, Concurrent MS/BS Accounting Program

Katharine Fruth, May 2013
Concurrent MS/BS Accounting Program

Ashley Harhigh, May 2012
Marketing

Stephanie Kroll, May 2012
Marketing; International Business Certificate

Lee Krowl, December 2011
Finance, Mathematics Minor

Abel Medrano, May 2012
Management, Real Estate

Elizabeth Melton, August 2012
Marketing

Danielle Mullane, May 2012
Marketing, Minor in TAM (Technology, Art, and Media)

Zachary Nassar, May 2012
Finance, Real Estate

Robert D. Ogez, May 2013
Accounting, Minor in Economics; Certificate in Entrepreneurship

Derek T. Pierce, May 2012
Marketing

Kassidi Warnock, May 2012
Marketing; Certificate in Operations and Information Management; Certificate in Digital Media

Lisa Weatherbie, May 2012
Management, Socially Responsible Enterprise

PMP RECOMMENDED READING LIST - WORKS CITED

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Chouinard, Yvon. *Let My People Go Surfing: the Education of a Reluctant Businessman*. New York: Penguin, 2005. Print.

Clason, George S. *The Richest Man in Babylon*. New York: Signet, 1988. Print.

Collins, James C. *Good to Great: Why Some Companies Make the Leap--and Others Don't. New York*, NY: Harper Business, 2001. Print.

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Godin, Seth. *Purple Cow: Transform Your Business by Being Remarkable*. New York: Portfolio, 2009. Print.

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Johnson, Spencer. *Who Moved My Cheese?: an Amazing Way to Deal with Change in Your Work and in Your Life.* New York: Putnam, 1998. Print.

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