

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 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 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 academic questions, career options, life beyond college, and more
- Access to your professional network and networking opportunities
- Opportunities to practice and strengthen professional communication and presentation skills
- Hands-on learning opportunities and access to professional resources
- Help in defining personal and professional goals, and the strategies to achieve them
- Unique internship and job opportunities
- 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 undergraduate experience through hands-on learning and 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 hands-on learning and unique opportunities for professional development.
- Increase student satisfaction and success in the internship and job search process.
- 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 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: 2011 – 2012*

FALL SEMESTER

	September 16 October 3 Before Thanksgiving	New Students Receive Their Mentor Assignments PMP Fall Kick-Off Event, 5 – 7:30 pm, Leeds School Atrium First Meeting or Conversation with your Student
	November 21 – 25	Thanksgiving Break
	December 10 – 15	Final Exams
	December 16 – January 16	Winter Break

SPRING SEMESTER

	January 17 End of January February TBD Before Spring Break	Classes Start Re-connect with Your Student Networking Night with PMP Mentors
	March 26 – 30	Second Meeting - Updates on Internships and Job Search
	April TBD	Spring Break
	May 5 – 10	PMP Spring Celebration and Senior Send-Off
	May 11	Final Exams 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 relatively 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 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

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, Campus Career Services, Student Advising, Faculty Advisors, the Leeds Alumni network, student leadership programs, and a wide range of clubs and volunteer opportunities. We encourage students to make use of all of these resources, including their PMP mentor, in preparing for a successful transition to the business world. (Refer to “Leeds-at-a-Glance” in the Resources for PMP Mentors section at the back of this Handbook for an overview of other services and programs at Leeds.)

Eligibility and Expectations

As a PMP mentor, you are asked to:

- Be willing to mentor one or two undergraduate students per academic year.
- Meet with your student(s) for at least an hour once per semester, in person or by video conference/phone, over the next two academic years (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.
- Have at least five years of business experience beyond your undergraduate degree.
- 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 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 majoring in Business, with an area of emphasis in one of the following: Accounting, Finance, Marketing, or Management and Entrepreneurship. Beyond that, they represent an incredible diversity of backgrounds, experience, and aspirations.

Your student mentee is probably between 19 and 22 years old. Several are the first in their families to attend college. For some, you may be the first person that they know who is doing what they think they would like to be doing in the future and can offer them professional advice and perspective. Some may be a bit intimidated or shy and others may be more comfortable both with you and in a professional setting. They all volunteered for this program because they think it (and more specifically YOU) can help them on their path for the next two years. You can help them figure out how to make the most of this experience and have fun getting to know each other along the way!

The following two tables give you an idea of what your student may be going through and thinking about in their Junior (1st-year PMP students) or Senior (2nd-year PMP students) years – academically, personally, and professionally. For each year, we have included a range of activities, topics, and potential goals and outcomes that might be relevant to address in your role as a PMP mentor.

“This is a very strong program. The simple process of bringing together student and mentor along with the support you provide is plenty to allow for a rich experience.”

**— Brad Blackwell, Executive Vice President
and National Sales Manager, Wells Fargo Bank
Danville, CA**

“Year-in-the-Life” of a PMP Junior

Junior Year	Academic Life	Personal/Professional Development Activities	Possible PMP Discussion Topics	Potential Goals/Outcomes
Fall/Winter	<ul style="list-style-type: none"> Selected major – electives focused in area of emphasis Classes are smaller, harder, and there are more group projects Participate in or plan study abroad experience Active in Pre-professional clubs or organizations Develop relationships with faculty and academic advisor Attend Executive Speaker Series other Guest Speakers 	<ul style="list-style-type: none"> Career Connections – Mock Interviews and Resume Critique Days Become familiar with Campus Career Services and CSO (Career Services Online) tool PMP Orientation Workshops October 3, 2011 – PMP Kick-Off Event October 5, 2011 – Fall Campus-Wide Career and Internship Fair Pursue leadership opportunities in student or volunteer organizations Pursue part-time internships on-campus or with local employers Gain experience through volunteering or community service opportunities Mentor a freshman student through Leeds Peer Mentorship Program 	<ul style="list-style-type: none"> Goals for this year and next – academic, professional, personal Expectations for relationship Choice of majors and electives – questions, options other interests? How does major relate to your career aspirations? What are broad areas of interest within a given field? “Fit” of major/career interests with personal interests, goals, strengths and weaknesses? Non-academic likes/dislikes, – hobbies, other electives Internship preparation and search Networking tips/informational interviewing 	<ul style="list-style-type: none"> High level objectives and plan you can come back to Agreed upon Schedule and Communication goals and methods Take a “Career Aptitude” test, such as Career Leader College Develop list of jobs in their major and talk about pros/cons of each (e.g., investment banker vs. treasury vs. investment management) Develop a list of companies, jobs, individuals that interest student and research them Review and finalize resume(s), cover letters/ emails Define targets for informational interviews Set up email intros
Spring	<ul style="list-style-type: none"> Changing major or selecting a minor Selecting a Certificate Program Choosing classes for senior year – review Capstone Courses 	<ul style="list-style-type: none"> Attend PMP Networking events “How to Work a Career Fair” – Career Connections January 25 & 26, 2012 – Spring Campus-Wide Career and Internship Fair February 15, 2012 – Leeds Career Fair Explore internship leads on CSO; get auto-updates April 3, 2012 – Just-in-Time Campus Hiring and Internship Fair Run for leadership positions in your Senior year Summer Internship outreach and interviews 	<ul style="list-style-type: none"> Career Fair Prep – clothing, resumes, questions to ask Follow-up on informational interviews – next steps? Review specific internship postings Help plan a trip/visit for informational interviews (esp. non-local mentors) Local mentors – invite your student to your office, take to a meeting, professional conference, etc. 	<ul style="list-style-type: none"> Plan for Career Fair – who will be there, who do you want to talk to, follow-up on experience Prepare for Interviews – mock interviews, suggest research, de-brief afterwards Develop itinerary - Set up meetings in your hometown, invite to shadow you and meet your HR staff Create opportunities to practice business conversations, networking skills, hands-on learning
Summer	<ul style="list-style-type: none"> Summer coursework Study abroad short-courses 	<ul style="list-style-type: none"> Internship experience Learning about the “corporate world” Exposure to different cultures, colleagues, environments Pursue hobbies, outside interests, volunteer Explore on-campus internships for Fall 	<ul style="list-style-type: none"> More relaxed time to stay in touch Go to or do a sporting event Talk about pros/cons of internship Role of corporate culture, colleagues, location in job satisfaction/choice? What have they learned about themselves through internship? 	<ul style="list-style-type: none"> Have some fun – play golf, go for a bike ride, share vacation stories/photos Visit each other Re-visit goals and plan for senior year Be ready to hit the ground RUNNING!

“Year-in-the-Life” of a PMP Senior

Senior Year	Academic Life	Personal/Professional Development Activities	Possible PMP Discussion Topics	Potential Goals/Outcomes
Fall/Winter	<ul style="list-style-type: none"> • Should complete an “academic audit” with advising • Select and check requirements for Certificate Programs. • Senior-level Capstone Courses for each major • Attend Executive Speaker Series other Guest Speakers • Researching graduate schools, preparing for entrance exams • Start completing applications. 	<ul style="list-style-type: none"> • Career Connections – Revise resume and Post on CSO • Sign-up for job and interview “alerts” on CSO • Attend Career Connections’ “Senior Conferences” in September and October • October 3, 2011 – PMP Kick-Off Event – make some new connections! • October 5, 2011 – Fall Campus-Wide Career and Internship Fair • Pursue leadership opportunities in student or volunteer organizations • Pursue part-time internships on-campus or with local employers • Mentor a freshman student through Leeds Peer Mentorship Program 	<ul style="list-style-type: none"> • What did they learn from their summer experiences – personal and professional? • Job vs. Grad School decision • How to “work” a Career Fair – review the list of companies with them • Identify a range of options they would be happy with – think about their passions. • What resources do they have/ need to pursue their goals? • Preparation – research, etiquette, insights into company culture, tips on “looking the part” • Practice and give feedback - interviews, emails, phone interviews, “cold calls” • Think about “fit” - tangible and intangible benefits of different jobs • How to “stand out” from other applicants 	<ul style="list-style-type: none"> • Re-visit and refine their list of goals from Junior year –add specifics • Introduce to alumni or faculty from graduate programs they may be interested in • Develop a strategy/resource sheet for various options. Identify the who, what, where and how for each. Create a Step-by-step plan. • Modify and tailor their “toolkit” for different positions. Multiple resumes, cover letters, objective statements • Set up informational interviews and make connections • Help plan an “interview trip” at Winter Break
Spring	<ul style="list-style-type: none"> • Stay on track for graduation • Fill-out required forms, order cap and gown, send invitations, etc. • Submit applications for graduate programs • Visit grad schools • Take entrance exams 	<ul style="list-style-type: none"> • Attend PMP Networking events • “How to Work a Career Fair” – Career Connections • January 25 & 26, 2012 – Spring Campus-Wide Career and Internship Fair • February 15, 2012 – Leeds Career Fair • April 3, 2012 – Just-in-Time Campus Hiring and Internship Fair • Talk to professors and advisors about being references. Ask for referrals and advice. 	<ul style="list-style-type: none"> • Progress towards goals • Roadblocks or unexpected responses • Pros and cons of different jobs, offers, locations • How to find jobs that aren’t posted at CU or Leeds – broaden their search • How to keep focused and positive if things are going slowly 	<ul style="list-style-type: none"> • Define new options and strategies – devise “back-up” plans • Debrief interviews, visits, phone calls. Help think through follow-up options. • Create a plan for using Social Media or resources outside CU in their search. • Develop a “resource inventory” of skills, people, etc. that they can bring to bear and may have overlooked • Suggest other resources/ tools that might be helpful – books, maybe a course or career assessment • Provide a push, a sense of perspective, or support and reassurance. Apply liberally, as needed!
Summer	<ul style="list-style-type: none"> • Celebrate your successes and prepare for the next challenge! 		<ul style="list-style-type: none"> • What are they excited about? Nervous about? • If they don’t have a job, brainstorm “back-up” plans. • Send them on their paths! 	

HOW CAN YOU HELP?

The following provides a broad array of topics and endeavors that you might want to cover with your student mentee(s) over the course of your two year 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. Many of these ideas are included in the “PMP Activity Ideas and Checklist” in the Resources section of this Handbook. It may be useful to review the checklist with your student periodically to discuss what activities can best help them achieve their mentoring goals for the year.

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

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** – Many students do not use email regularly. Ask about the best way to reach them. Let them know how to get your attention – via email (maybe use a special Subject Line?), how to contact your assistant, your mobile number, etc.
 - **Create Accountability** – Feel free to ask for “deliverables.” Whether it’s reading an article, doing some research, planning an activity, or calling a contact and reporting back to you. Make them put some “skin in the game.”
 - **Start a Mentoring Journal** – This is a great way to help your students internalize what they’ve learned and will also provide you with insight into their perspective. Ask them to write a short paragraph after each of your discussions with their reflections/insights/questions and send it to you. This is also useful for identifying good topics for follow-up. A “Mentoring Journal Template” is included in this Handbook.
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. For example:
 - i. Describe your ideal first professional position. Be as specific as possible (hours, location, salary, environment, etc.) Use this to set goals and define “measurable steps” needed to make progress towards their goals.
 - ii. Describe your favorite job in High School or College. What did you love most? What was your favorite task and why?

- iii. What is your biggest fear? This may give an indication of where they are in their professional/personal development, as well as give you an idea of where you can help early on.
- iv. Who are their role models and why? Make a list of 5 – 10 people that they'd like to be able to talk to and figure out HOW to make it happen!

Ongoing: Professional Development, Exploration and Practice

3. Stock Their Toolbox – Practical things that you can do to help your student be better prepared, stand out and be more strategic in their job and internship search.
 - ***Offer to Review Their Professional Communications*** – 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, e.g., Denver Business Journal, Boulder County Business Report.
 - ***Other "Soft-Skills" Development*** – Networking, business etiquette, appearance, agenda preparation, meeting planning and note-taking, thank you notes/follow-up.
 - ***Advice on Using Social Media*** – Discuss how to use appropriately, the benefits and pitfalls, help them create their professional profile. Introduce to your LinkedIn network.
4. Explore Possibilities – Give your student an idea of the range of opportunities available in a given field. Help your student to broaden their horizons and think creatively and realistically about what they want to do, where they want to go, and why.
 - ***Brainstorming and Scenario Planning*** – Generate a "portfolio of options" and ideas to investigate. Think about some high risk/high reward options, as well as some safer "bets."
 - ***Generate a List of Careers in Their Interest Area*** – Come up with a range of job titles within their major. What are the pros/cons of each? How do they differ from professional and personal perspectives? Help them think about "fit."
 - ***Encourage Self-Evaluation*** – If your student is uncertain about their plans, suggest a Career Assessment test. The Leeds Career Connections office can recommend the best tool for your student's needs. An overview of various assessments is included in Additional Information.
5. Provide Hands-On Experiences – Giving your student opportunities for practice and feedback is invaluable. Provide, or encourage them to seek, opportunities to gain experience in a professional setting. Specific ideas for hands-on learning include:
 - ***Host Your Student at Your Office*** – Arrange for a tour, 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.
 - ***Plan a Trip*** – If your student wants to relocate after graduation, help them plan a trip for informational interviews (especially if it's to your hometown). Connect them with your network locally or elsewhere. Encourage them to use the CU Alumni network to find other connections.

Later Stage: Hit the Ground Running!

6. Plan to Action – Early in the senior year, students need to begin focusing on specific steps they can take to achieve their goals. From exploration and practice, students now need to be pragmatic and action-oriented. You can help them with contacts and connections, while keeping their “feet to the fire.”
 - **Re-visit and Refine Goals** – Review what they learned in their internships or what classes in their major they particularly liked. Create a “top 10” list of companies and positions they would like to get interviews with.
 - **Identify Action Items and Resources** – Help them develop their search strategy. Identify specific steps your student will take (research, attending Career Fairs or Senior Conferences) and what resources he or she needs to be successful, e.g., connections, references, background reading, an example of their work or a class project, a new suit!
 - **Provide Connections, Insights, More Practice** – Share what you know about companies or individuals. Help your student with their research or by opening doors.
 - **Encourage and Challenge** – Be supportive, but don’t let them off the hook!

7. Respond/Revise/Support - Follow-up on successes and disappointments and help them brainstorm next steps. Help them stick to their plan and goals and develop some resiliency.
 - **Give Honest Feedback** – Review their experiences and help them think through new strategies or approaches. Help them to understand and “own” their missteps and develop “mid-course” corrections.
 - **Share Your Experiences** – Come back to your life lessons. Share your insights and perspective.
 - **Be Kind, but Tough** – Help them keep their “eye on the prize.” Work with them to adapt their tool-kit, develop alternate strategies, think outside the box, become more “nimble” in their search.

Mentoring Pitfalls

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

- Poorly executed first meeting
- Unrealistic expectations
- Unclear goals
- 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 PMP Mentor and Student Handbooks, together with the resources and support available to program participants, will help you to develop a productive and enjoyable partnership.

“Outstanding program that is just getting better.”

— David Wolf, Managing Principal

Baydush Simon Weaver

Boulder, CO

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 do not hear from your student in the first semester.

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 first meeting during the Event, which is a bit hectic and more of a social gathering. If you are coming in from out-of-town for the event, you may be able to have your meeting during the day prior to the event or go to dinner after the event, if either of those is convenient.

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.
- **Review the PMP "Mentor-Mentee Partnership Agreement"** – This agreement, included in the Resources section, is intended to help you and your student clarify your roles and expectations and provide a solid foundation for your partnership.

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

- **Mentor Background** – Spend some time telling your student about yourself – include both professional and personal interests, academic background, family and CU connections. Why are you involved in this program? What do you hope to learn from your student?
- **Schedule/Communication** – If possible, set up a regular schedule for communication and follow-up. At the very least, make sure you set follow-up expectations at the end of each meeting. You should also discuss the best method(s) of communication and alternate contacts, if appropriate.
- **"Homework"** – Feel free to ask your student to read a book, do some research, answer additional questions that you think would be useful to you in getting to know them and help you in your role as a mentor. (Some ideas are included in "Recommended Reading.")
- **Make it Social** – Some mentors have found it easier for the first meeting to be in a group setting, either with multiple students (if they are mentoring more than 1 student) or with another mentor-student pair, if possible. The group can take some pressure off any one individual and also allow for sharing of ideas among students and mentors. If you are not local, don't make it all about work – talk about something fun you have planned, CU sports, movies or other interests that will help you get to know each other and connect.

STAYING CONNECTED

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

- Set up a Regular Schedule for communicating. Even if it's just a quick email or phone call for an update. At the very least, try to establish a follow-up at the end of each meeting, even if it's a couple of months out.
- "Ping" each other every once in a while just to check in. One mentor suggests always keeping an email in your inbox so your mentee's contact is handy if you come across something interesting to share.
- 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 YouTube video to talk about. Just talking about "non-work" topics can help – sports, movies, hobbies, your family or pet, a recent trip.
- Stay current – If you're a CU alum, check the website and Alumni newsletters or magazines for upcoming events. Ask about what's happening on campus.
- Be honest – (but not brutal!) Help them see potential weaknesses and pitfalls and brainstorm how to address them.
- Be "consciously competent" – Make an investment as a mentor. Take an active interest in your student's success. "Boil down" your experiences and make them accessible to a 20-year old. In the words of one mentor, "Be invested and inspired, motivational and insightful in getting them to graduate and into a career they are excited about!"
- Let them know you are there for them and that you care and genuinely want to help. Some students may need you to reach out a bit more to help pull them out of their shells.
- Be patient and keep your sense of humor! Everyone makes mistakes or has a bad day. You may need to humor and cajole them a bit. Don't take things personally, but let them know if they blow it!
- Respect each other's time and priorities. Remember how all-consuming and stressful college life can be. Help your mentee understand and develop good professional courtesies and habits.
- Be culturally sensitive and respect each other's privacy – Be aware and respectful of different backgrounds and social norms. Always respect each other's personal boundaries and let the PMP office know if you have any concerns or questions.

Challenges of Virtual or "Distance"-Mentoring

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

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

1. **Lack of visual cues.** Up to 55 percent of our communication is dependent on what we observe and display in facial expressions, nonverbal behaviors and physical appearance.
 - Solutions: 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. Have your mentee keep a journal that documents progress and that you can share and use as a spring-board for the next discussion.
4. **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.

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. Access to these groups can be found online:

Facebook: <https://www.facebook.com/pages/Leeds-Professional-Mentorship-Program>

LinkedIn: http://www.linkedin.com/groups?gid=4030215&trk=myg_ugrp_ovr

PMP website: <http://leeds.colorado.edu/pmp>.

RESOURCES FOR PMP MENTORS

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

1. **PMP Mentor-Mentee Partnership Agreement** – Use to establish the “ground rules” with your student at one of your initial meetings.
2. **Leeds-at-a-Glance** – Overview of Leeds’ academic, student support and extracurricular activities available to your students.
3. **PMP Activity Ideas and Checklist** – Review with your student to identify and discuss activities that might help them achieve their mentoring goals.
4. **Mentoring Journal Template** – You may want to ask your student to create a mentoring journal as a way of reflecting and providing feedback on your dialogues.
5. **Recommended Reading** – Selected list of books and resources that PMP mentors and students have shared as the basis for discussion and professional development.



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-AT-A-GLANCE” for PMP Mentors

UNDERGRADUATE PROGRAM OVERVIEW

1. Enrollment (2009-10)
 - 3,041 Undergraduates
 - 43% female; 17% Minority; 10.5% International
2. Academic Divisions – Leeds undergraduate students receive a Bachelor of Science degree in Business Administration. Leeds has four academic divisions. Students select one of these as their “Area of Emphasis” within the undergraduate Business Major. The Areas of Emphasis are:
 - Accounting
 - Finance
 - Management & Entrepreneurship – which includes, Human Resources Management, Information Management, Operations Management
 - Marketing
3. Centers of Excellence – In addition to our Divisions, the Leeds School conducts research, offers classes and special programs through the following Centers:
 - Burridge Center for Securities Analysis and Valuation
 - Business Research Division
 - Center for Research on Consumer Financial Decision Making
 - Center for Education on Social Responsibility (CESR)
 - Deming Center for Entrepreneurship
 - CU Real Estate Center (CUREC)
4. Certificate Programs – Leeds undergraduates may pursue Certificates Programs that allow them to specialize in an industry or area of interest. Each of these programs has their own requirements which may include elective classes and an internship experience.
 - Business of Sports
 - Entrepreneurship and Small Business
 - International Business
 - Operations and Information Management
 - Quantitative Finance
 - Real Estate
 - Socially Responsible Enterprise
5. Study Abroad Options – Business students have the opportunity to participate in a wide variety of semester-long and summer study abroad options through the campus’ Study Abroad Office in the Office of International Education (<http://studyabroad.colorado.edu/>)

LEEDS UNDERGRADUATE STUDENT RESOURCES

1. Career Connections: (<http://leeds.colorado.edu/careerconnections>)
 - Internship and Job Search, Resume Critiques, Interview Practice, Career Counseling
 - On-Campus Interviews, Career Fairs, Networking Opportunities
 - Contact: career.connections@colorado.edu, 303-492-7882
2. Undergraduate Student Services/Advising: (<http://leeds.colorado.edu/advising>)
 - Academic Advising – orientation, study abroad, degree requirements/audit
 - Student Support – peer mentoring, residential programs, tutoring, student engagement activities
 - Contact: 303-492-6515, 877-492-6515
3. Office of Diversity Affairs: (<http://leeds.colorado.edu/diversity>)
 - Diverse Scholars Program – academic advising, peer mentoring, leadership training, networking and community building
 - Contact: aswad.allen@colorado.edu, 303-735-5117

CLUBS AND ACTIVITIES

1. Business Fraternities:
 - Alpha Kappa Psi, Beta Alpha Psi (Accounting), Delta Sigma Pi
2. Leeds Student Government and Leadership Organizations:
 - Dean's Cabinet, Leeds Council, Leeds Ambassadors
3. Student Clubs and Associations:
 - CU American Marketing Association, Athletic Business Club, Collegiate Entrepreneurs Organization (CEO), DECA, CU Finance Club, Film and Business Club, GLBT Business Leaders Alliance, High Performance Contemplative Club, Society for Human Resource Management (CU SHRM), Association for Information Systems, International Business Club, Management Futures Club, Multicultural Business Students Association, Real Estate Club, Leeds Snowsports, Student Center for Social Innovation
4. Volunteer Opportunities:
 - Leeds Community Crew
 - CU Volunteer Resource Center (<http://www.colorado.edu/vch/>)
5. Campus-Wide Clubs and Organizations: (www.colorado.edu/studentgroups)

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?

PMP RECOMMENDED READING LIST - WORKS CITED

- Bryant, Adam. *The Corner Office: Indispensable and Unexpected Lessons from CEOs on How to Lead and Succeed*. New York: Times, 2011. Print.
- Carnegie, Dale. *Dale Carnegie's Lifetime Plan for Success: How to Win Friends & Influence People; How to Stop Worrying & Start Living: the Great Bestselling Works Complete in One Volume*. New York: Galahad, 1998. Print.
- Carnegie, Dale. *How to Win Friends and Influence People*. New York: Simon & Schuster, 2009. Print.
- 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.
- Deckers, Erik, and Kyle Lacy. *Branding Yourself: How to Use Social Media to Invent or Reinvent Yourself*. Indianapolis, IN: Que Pub., 2011. Print.
- Godin, Seth. *Purple Cow: Transform Your Business by Being Remarkable*. New York: Portfolio, 2009. Print.
- Hersey, Paul. *The Situational Leader*. Escondido, Calif: Center for Leadership Studies, 2008. Print.
- 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.
- McCarthy, Kevin W. *The On-purpose Person: Making Your Life Make Sense*. Winter Park, Fl.: On-Purpose, 2009. Print.
- Sisodia, Rajendra, David B. Wolfe, and Jagdish N. Sheth. *Firms of Endearment: How World-class Companies Profit from Passion and Purpose*. Upper Saddle River: Wharton School Pub., 2007. Print.
- Whiteley, Richard C. *The Corporate Shaman: a Business Fable*. New York: HarperBusiness, 2002. Print.
- Zaffron, Steve, and David Logan. *The Three Laws of Performance: Rewriting the Future of Your Organization and Your Life*. San Francisco, CA: Jossey-Bass, 2009. Print.

ADDITIONAL INFORMATION

This section includes background information and additional material that you may find helpful in your role as a PMP mentor.

1. **PMP Student Contract** – Copy of the contract that your student signs when they enter the PMP.
2. **Student S.M.A.R.T Goal-Setting Worksheet** – Worksheet given to students to help them define and clarify their mentoring goals.
3. **Career Toolkit** – Resources given to students, including a resume template, “elevator speech,” cover letters, and networking tips.
4. **Overview of Self/Career-Assessment Tools** – Available for students through CU Career Services and Leeds Career Connections Office.
5. **PMP Student Resumes** – Information on how to access the resumes of all current PMP students.

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.



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**

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:

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

Professional Development Goals:

1.

2.

Personal Development Goals:

1.

2.

Actions, Resources, Timeframe:

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

Goals	Actions	Resources	Completed By

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

Career Toolkit

Resume Template
Undergrad Resume Tips
Cover Letters that have Impact
Sample Cover Letters
Preparing Your Elevator Speech
Career Networking Tips That Work

Provided by:

Leeds School of Business
Career Connections Office
career.connections@colorado.edu
KOB L 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:
 - o Increased sales for carryout business through exceptional customer service and up-selling
 - o Provided a positive learning environment, motivated, coached and managed a group of ten children
 - o 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
 - o Removed and disposed of dead trees, maintaining motivation and positive attitude in a repetitive manual labor environment
 - o Ranked #1 out of ten interns in terms of sales volume, customer retention and new accounts opened
 - o 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
 - o Lead a team of five magazine delivery drivers to ensure on time delivery of the magazine to over 150 drop sites
 - o Collaborate with peers to ensure customer safety, maintain establishment safety regulations and uphold fire codes

continued

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

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	<ul style="list-style-type: none"> • 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)
VISa Life/Career Card Sort	The VISa Life/Career Cards provide a simple, experiential tool to assist you in discovering your personal values, interests, skills, and traits, by means of sorting cards. Time: 1.5 hours	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Self-exploration • Great for Freshmen and Sophomores • Lists a student's possible strengths and blind-spots 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Career Services • University of Colorado Boulder

Center for Community, N352 UCB 133, 2249 Willard Loop Drive, Boulder, CO 80309-0133
 Phone: 303-492-6541 • Fax: 303-492-5723 • <http://careerservices.colorado.edu>
 Additional guides available at: <http://careerservices.colorado.edu/students/MajorCareerInfo.aspx>

PMP Student Resume Books

As a mentor you are in a great position to recruit Leeds' best and brightest for summer internships or full-time positions. Many of our mentors requested access to the resumes of student participants in the PMP, who represent a motivated and career-focused population of Leeds students. We will be preparing a resume book of PMP Juniors and a separate one of PMP Seniors each fall. Both will be posted on the PMP website, <http://leeds.colorado.edu/pmp> prior to the Winter Break. All mentors will receive notification and PASSWORD ACCESS to the Student Resume Books when they are complete.