Leeds Mentoring Office
Student Handbook

September 2013
Acknowledgements

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

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

I. PROGRAM INTRODUCTION 3
  • Leeds Mentoring Office Contact Information

II. PROGRAM COMMITMENT 5

III. PREPARATION: YOUR PROGRAM MILESTONES 5-6
  • Personal Statement
  • Mentoring Goals

IV. MAKING THE MOST OF YOUR MENTORING EXPERIENCE 7-8
  • Keys to Mentoring Success
  • Mentoring Pitfalls

V. YOUR FIRST MEETING 9

VI. STAYING CONNECTED 10-12
  • Challenges of Virtual or “Distance” Mentoring
  • Phone Etiquette
  • Joining the Leeds Mentoring Office Online Community

VII. TIPS AND TOOLS 13-21
  • Leeds Mentoring Office Mentor-Mentee Partnership Agreement
  • S.M.A.R.T. Goal Setting Worksheet
  • Professional Email Template
  • Mentoring Journal Template
  • Leeds Mentoring Office Activity Ideas and Checklist
  • Using the Leeds Mentoring Network Software

VIII. CAREER TOOLKIT 22-32
  • Career Planning Guide
  • Career Buffs Instructions and Additional Career Resources
  • Undergrad Resume Tips
  • Resume Template
  • Cover Letters That Have Impact
  • Sample Cover Letter
  • Preparing Your Elevator Speech
  • Career Networking Tips That Work
  • Overview of Career Interest Assessment Tools

VIII. ADDITIONAL INFORMATION 33
  • Leeds Mentoring Office Recommended Reading List
  • Leeds Mentoring Office Terms & Conditions of Participation
PROGRAM INTRODUCTION

Welcome to the Leeds Mentoring Office (LMO)! Through our programs, you will gain access to mentors who can help you navigate through all of the stages of your college career. From young alumni mentors who guide sophomores as they explore their career path options in the Young Alumni Mentors Program (YAMs), to business professionals who provide juniors, seniors, and MBA students with the tools they need to successfully transition from college to career in the Professional Mentorship Program (PMP), the Leeds Mentoring Office has a mentoring opportunity for every Leeds student.

All of the students and mentors in our programs are here because they chose to be here – so be sure to make the most of it! Every mentoring relationship will be different, and what you gain will depend on your own personal goals and objectives, as well as the investment that you make in the program. Your mentor(s) can help you to explore personal, academic, and professional development opportunities throughout your time here at Leeds. Other potential benefits of being involved in a Leeds Mentoring Office program include:

- Advice on and assistance with academic questions, career options, life beyond college, and more
- Access to the Leeds Mentoring Office network and the opportunity to start building your own professional network
- Opportunities to practice and strengthen your professional communication and presentation skills
- Hands-on learning opportunities and access to professional resources
- Help in defining personal and professional goals, and developing strategies to achieve them
- Unique internship, corporate partner site visits, and job opportunities
- Development of life-long friends and connections in the business world

“A mentor is a brain-to-pick, an ear to listen, and a push in the right direction.”
— John Crosby

“A mentor is someone who allows you to see the hope inside yourself.”
— Oprah Winfrey
Contact Us!
If you have questions or need advice, the Leeds Mentoring Office staff are here to support you. Please do not hesitate to stop by, send us an email, or call if you have questions, suggestions, or concerns about our programs. Please also contact us if you are having trouble reaching your mentor, or staying connected. Since our programs exist to help students like you, we value your feedback and will be asking you to complete annual surveys. Please take the time to let us know about your experience, formally/informally, or both! We do not know that you need help unless you ask for it.

Leeds Mentoring Office Contact Information
Office: Koelbel S220
Email: leedsmentoring@colorado.edu
Phone: 303.492.5881
Website: http://leedsmentoring.colorado.edu

Leeds Mentoring Office Staff
Director: Katie Connor (katie.connor@colorado.edu)
Associate Director: Sally Forester (sally.forester@colorado.edu)
Program Coordinator: Kristen Freaney (kristen.freaney@colorado.edu)

Career Connections Contact Information
(For resume critiques, career counseling, job and internship search support)
Office: Koelbel 227
Email: career.connections@colorado.edu
Phone: 303.492.1808
PROGRAM COMMITMENT

Each of our programs have specific requirements for membership, which are covered in the mandatory program orientation. These requirements typically include, but are not limited to:

- Attending program-specific events and workshops
- Connecting with your mentor on a regular basis, as mandated by your program
- Completing periodic surveys regarding the program
- Continuing to be in good academic standing
- Representing Leeds in a professional manner throughout the program, including appropriate attire and behavior
- Maintaining the utmost discretion and confidentiality of all personal, professional and contact information given to you about your mentor, or other program participants

PREPARATION: YOUR PROGRAM MILESTONES

To prepare for your first contact with your mentor, we ask that ALL program participants review the “Milestones” associated with their program. Milestones will help you prepare for your first meeting, get your mentor/mentee relationship off on the right foot, and will help you stay connected throughout the duration of the program. Your program Milestones can be viewed by logging into the Leeds Mentoring Network at http://leedsmentoring.colorado.edu and navigating to the “My Mentoring Partnerships” section, or by reviewing the “Program Milestones” document under the Resources tab on the Leeds Mentoring Network software.

We also ask that program participants consider two key questions:

- Who am I/how would I describe myself?
- What are my goals for this mentoring partnership?

Personal Statement

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

- Information about your family, where you’re from, key turning-points in your life
- Results of any career or personality assessments you have completed
- Why did you come to CU? – major in business, choose your area of emphasis
- What else are you involved in? – extracurricular activities, Greek life, hobbies and interests
- What are your proudest accomplishments and why? – academic, personal, previous job experience, athletic
- What are your aspirations? – academic, personal, professional
- Who are your role models and why? – what traits do they have that you admire?

This exercise also will help you to begin to think about what is really important to you and what your goals and priorities might be over the next two to three years. Beginning to think about who you are, what makes you unique, and being able to articulate that clearly will be invaluable as you begin to network and interview in the coming years.
Mentoring Goals
Next, think about what you want to achieve in your mentor-mentee relationship this year. Finish the statement, “I would like my mentor to help me with…” It might be helpful to think about where you are now, where you’d like to be at the end of the year or semester, and what things you need help with to get there. Some possibilities include:

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

Please see the “Program Supplement” for your program to learn more about Mentoring Milestones and other requirements that will support you in achieving your mentoring goals.

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

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

Mentors in our programs are coaches, resources, and role models who can help you in defining and achieving your personal and professional goals as you make the transition to life beyond Leeds. Your mentor can provide the unique perspective of an “objective outsider” who may play contradictory roles – at times offering friendship and support, at other times posing tough challenges and sharing critical insights. However, your mentor is not expected to be a “silver bullet” in the career preparation and search process. A mentor from our programs is just one of many resources available to you at the Leeds School. To be successful you should use your mentor in conjunction with other resources available to you here, including: Leeds Career Connections, Campus Career Services, Student Advising, Faculty Advisors, the Leeds Alumni network, student leadership programs, clubs, and volunteer opportunities.

Keys to Mentoring Success
The following ideas and suggestions for a successful mentoring relationship are based on feedback from students and mentors and input from other student mentoring programs. Remember, it takes time to build a reciprocal, trusting relationship, and every mentor-mentee relationship will be unique based on the personalities, goals, and experiences of the student-mentor pair. If you and your mentor commit the time and energy to build a solid relationship, we are confident your mentoring experience will be an enjoyable and rewarding one!

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

**Mentoring Pitfalls**

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

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

• Poorly executed first meeting
• Unrealistic expectations
• Unclear goals
• Lack of commitment
• Lack of structure regarding meeting times
• Insufficient follow-up and closure on goals
• Breach of confidentiality
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. This is a great chance to practice planning and leading a business meeting.

Who is Responsible? Students in our programs are responsible for reaching out to their mentor to schedule the first meeting. All students receive their mentor’s bio and contact information via the Leeds Mentoring Network software (http://leedsmentoring.colorado.edu) once they have been accepted into the program and have attended a new student workshop. Please contact us at leedsmentoring@colorado.edu if you are unable to contact your mentor.

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

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

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

Where? Have your first meeting (or conversation) in a place that is comfortable for both you and your mentor, and where you can have a reasonably quiet, uninterrupted conversation. Maybe meet for lunch or coffee at a nearby restaurant, or meet somewhere on campus. It’s nice to keep the first meeting informal, so you can get to know each other in a relaxed setting where neither person feels “on the spot” or “out of their element.” If you will be connecting with your mentor on the phone, be sure to go somewhere quiet and where you have good reception!

What? Before the first meeting, all student mentees should prepare the following to review with their mentor:

- **Who am I?** Have a brief “personal statement” ready about your background, important influences, accomplishments, and aspirations (career and otherwise).
- **I would like my mentor to help me with…:** Have two to three Mentoring Goals set for the year. This may range from very general ideas about “help with my internship search” to specific skills and experience (e.g., improving my networking skills, refining my resume and interview skills, etc.).
- **Professional Resume:**
  - **YAMs**: It is a Milestone Requirement for students in YAMs to review their resume with their mentor during one of their first meetings.
  - **PMP**: Students in PMP are required to submit a professional resume and have it reviewed by Career Connections as a condition of entry into the program. You should send this to your mentor in advance of your first meeting/discussion.
- **Review the Leeds Mentoring Office Mentor-Mentee Partnership Agreement**: This agreement (located in the Tips and Tools section) is intended to help you and your mentor clarify your roles and expectations and provide a solid foundation for your partnership.
STAYING CONNECTED

Something that we’ve heard from both students and mentors is that it is easy to get connected, but harder to STAY CONNECTED. Here are some ideas – both tactics and attitudes – that may help.

• Set up a regular schedule for communicating, even if it’s just a quick email or phone call for an update. Try to establish a follow-up at the end of each meeting, even if it’s a couple of months out.
• “Ping” each other every once in a while just to check in.
• Practice using a variety of tools: text each other, use social media, and the Leeds Mentoring Network software. Practice using email regularly!
• Be an active listener – take notes and ask lots of questions.
• Be flexible – understand and respect the demands on each other’s time. Get comfortable with different perspectives and approaches (don’t force them to adopt yours).
• Make it social/fun: Have a “hook” or something fun to look forward to. This may be harder to do for a “distant” mentor, but challenge yourself to think of ideas. Send each other a humorous article or even a funny (business-oriented!) YouTube video to talk about. Just talking about “non-work” topics can help – sports, movies, hobbies, your family or pet, a recent trip, etc.
• Stay current: Read about your mentor’s company or industry in the business press. Talk about current business or campus news.
• Be honest about what you want to get out of this relationship and what your expectations and constraints are.
• Be “consciously competent” – make an investment in the relationship and take an active interest in its success. Commit to learning all you can and follow-through on your commitments.
• Don’t expect your mentor to do all the “heavy lifting.” Be proactive.
• Be patient and keep your sense of humor! Building a relationship takes time. Everyone makes mistakes or has a bad day. Be understanding and apologize if the situation calls for it.
• Respect each other’s time and priorities – respect the fact that your mentor has set aside time for you. This is a great chance to develop good professional courtesies and habits for the working world.
• Be culturally sensitive and respect each other’s privacy. Be aware and respectful of different backgrounds and social norms. Always respect each other’s personal boundaries and let the Leeds Mentoring Office know if you have any concerns or questions.

Challenges of Virtual or “Distance” Mentoring

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

1. Lack of visual cues. Up to 55% of our communication is dependent on what we observe and display via facial expressions, nonverbal behaviors, and physical appearance.
   • Solutions: Use video-conferencing technology or Skype, instead of the phone, for at least one of your meetings. Listen to the tone of voice, as well as what is being said. Ask questions for clarification if something is confusing to you.
2. **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 for you (i.e., early morning, dinner time, etc).

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

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

**Phone Etiquette**

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

• **Posture:** Sitting erect with your head up is ideal posture for both listening and speaking on the phone. Thirty percent of the energy in your voice is lost in a phone transmission. Upright posture supports better breathing, which supports a more animated voice – which encourages active listening.

• **Hear:** When someone says, “I hear you,” they usually mean that they really “get” what you are saying. Conversations between mentoring partners requires this intense and focused effort to really hear what the other is meaning – beyond the words.

• **Open:** It’s a good idea to start the conversation by confirming that it is still a good time for both partners to talk. This courtesy underscores your commitment to focused communication. Be willing to reschedule if your partner sounds rushed or unavailable.

• **Note Taking:** Writing as you listen focuses your visual attention and documents your conversation for later reference. You can use the “Mentoring Journal Template” included in the Tips and Tools section of this Handbook.

• **Eliminate Distractions:** Find a comfortable space that is free from distractions. Resist the temptation to multitask during a conversation with your mentor. Listening efficiency drops dramatically even with small distractions.
Join the Leeds Mentoring Office Online Community
Please leverage the Leeds Mentoring Office’s software! This platform is designed to facilitate your personal mentoring relationship, as well as better connect you with the entire community of Leeds Mentoring Office students and mentors. The tool will allow you to manage important information and interactions in 3 key areas:

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

You should plan to log on at least once per week to check for program updates, review mentoring tips, articles and forums, and review your progress on your mentoring milestones. You can find more tips on using all the various capabilities in the “Using the Leeds Mentoring Network Software” page of the Tips and Tools section of this Handbook. To sign in, follow these easy steps:

• Go to http://leedsmentoring.colorado.edu. Click on the green “Sign In” button. Go to the “CU Students Login:” area. Enter your CU Identikey Username and Password.
• Please contact us if you have difficulties.

Other Ways to Connect Online:
As our community of students and mentors grows and becomes more far-flung, a variety of social media outlets can provide virtual connections and allow us to share information, insights, and connect to each other’s networks. Please join and contribute to the Leeds Mentoring Office’s LinkedIn Groups and Facebook Pages, and be sure to check them often for updates on mentoring program news and events.
TIPS AND TOOLS

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

1. LMO Mentor-Mentee Partnership Agreement: Use this resource to establish the “ground rules” with your mentor at one of your initial meetings.
2. S.M.A.R.T. Goal Setting Worksheet: Use this worksheet to better define your Mentoring Goals for the year.
3. Professional Email Template: Use this template to help guide you with your initial email communication. This template is also available in Resources area of the Leeds Mentoring Network software.
4. Mentoring Journal Template: Use this template as a model for ongoing reflection on what you’re learning and feedback to your mentor.
5. LMO Activity Ideas and Checklist: Use this checklist to identify and discuss activities that you might want to do with your mentor and track your progress.
6. Using the Leeds Mentoring Network Software: This resource will aid you as you learn and use the Leeds Mentoring Network software to connect with your mentor and others.
7. Leeds Mentoring Office Terms & Conditions of Participation – An outline of the terms and conditions you agree to as a member in a Leeds Mentoring Office program.
LEEDS MENTORING OFFICE MENTOR-MENTEE PARTNERSHIP AGREEMENT

Between: Student ______________________ and Mentor _______________________________

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

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

Mentor Contact Information:
Primary Email: ________________________________________________
Secondary Email: ______________________________________________
Assistant Email: _______________________________________________
Work phone: _________________________________________________
Cell phone: __________________________________________________

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

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Student Contact Information:
Primary Email: ________________________________________________
Secondary Email: ______________________________________________
Home Phone: __________________________________________________
Cell Phone: ___________________________________________________

Mentee’s Roles and Responsibilities

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Mentor’s Roles and Responsibilities

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

In order to get the most out of your mentoring experience, you should set clear goals for each year of your involvement in the program. Your mentor can work with you to further develop and refine 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?

<table>
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<tr>
<th>Goals</th>
<th>Actions</th>
<th>Resources</th>
<th>Completed By</th>
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What are possible barriers that you may face as you strive to achieve your goals?
TO: MyMentor@companyZ.com
FROM: Student@colorado.edu
SUBJECT: Leeds Young Alumni Mentors Program OR Professional Mentorship Program – (Introduction, meeting time, etc.)

Dear Mr./Ms. ____,

I. INTRODUCTION/PURPOSE

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

II. NEXT STEP(S) AND FOLLOW-UP

A. Local Mentor - YOU ARE attending the Kick-Off
I will be attending the YAMs OR PMP Kick-Off Event on __________ and hope I will be able to meet you there. I will look for you in the Leeds Atrium at ___pm (OR - I have class and will be arriving at ____)

B. YOU ARE NOT attending the Kick-Off
Unfortunately, I am not able to attend the YAMs OR PMP Kick-Off Event due to______. However, I would like to get in touch with you in the next week or two to talk about the program. Please let me know if you would be available (date/time) or _______. If not, please let me know when would be a convenient time for you.

C. OUT OF TOWN MENTOR
I know you may not be able to make it to Boulder for the YAMs OR PMP Kick-Off event, but I would like to touch base with you in the next few weeks, if possible. Would you be available for a phone conversation on ______ or ______? If not, please let me know when would be a convenient time for you. Of course, if you are in Boulder in the future, please let me know and I would be excited to meet with you then.

III. THANKS! AND CLOSE

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

Best,
YOUR NAME
Leeds School of Business, Class of 20__
EMAIL ADDRESS
PHONE CONTACT
MENTORING 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?
LEEDS MENTORING OFFICE ACTIVITY IDEAS AND CHECKLIST

The following provides a range of ideas for activities that students and mentors in our programs may want to engage in during their partnership. It might be useful to review prior to one of your early meetings and then discuss what specific activities and ideas can help you achieve 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: leedsmentoring@colorado.edu, and we will incorporate them in future revisions.

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

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

I. Initial Meetings: Getting to Know Each Other

**Establish the “Ground Rules”**

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

**Build the Foundation**

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

Stock Your Professional Toolbox

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

Explore Possibilities/Expand Your Horizons

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

Hands-on Experiences

☐ Plan a “Shadow Day” – Ask your mentor if you could visit their 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 mentor’s opinion or involve them (if it makes sense) in a current project you are working on, e.g., focus group, survey, new product ideas. Take your student to a professional association meeting or industry conference or event.
☐ Help Plan a Trip – Depending on where you might like to intern or work post-graduation, talk to your mentor about planning a trip or organizing some local informational interviews.
III. LATER STAGE: HIT THE GROUND RUNNING!

Plan to Action

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

Respond and Revise

☐ Feedback and Follow-Up – De-brief your experiences with your mentor, ask for feedback, ideas for new strategies or tactics if you aren’t making progress. Do this EARLY-ON.
☐ Adapt and Move-On – Use social media or resources outside of Leeds to expand your search, think “outside the box.” How can you be more flexible/creative? Are there options you haven’t considered? Brainstorm again and re-consider your “requirements.”
☐ Celebrate Successes! – Build on these, even if it’s just getting in the door. Figure out how to keep the momentum going.
Welcome to The Leeds Mentoring Network! This tool is designed to better connect you with your mentor and the entire Leeds mentoring community by allowing you to manage information & interactions in 3 key areas:

- **Personal** – Keep your information up-to-date for your mentor & the Leeds Mentoring team!
- **Partnerships** – Connect, manage, & set goals for your mentoring relationship!
- **Community/Resources** – Interact with other participants, get advice, use resources, & find jobs!

Some of the key functions in each area are described below. You should plan to log on at least once every other week & use this tool to manage your communications with your mentor.

### Student Sign In

- Go to http://leedsmentoring.colorado.edu. Click on the green “Sign In” button. Go to the “CU Students Login:” area. Enter your CU Identikey Username and Password. Please contact us if you have difficulties.

### Personal Area

- Update your Mentee Profile (click on Edit Profile icon at top right of your page)
  - Make sure you have an appropriate and professional profile picture, email address, and Skype ID.
  - Please update your profile with any changes to your contact information, company, and/or matching information so that your mentor and the team can stay current!
  - Add your LinkedIn Profile or website URL in the Professional Information section.

### Partnership “Wall” / Mentoring Area (Use the “My Mentoring Partnerships” tab)

- View your mentor’s profile (Go to My Mentoring Partnerships & click on Mentor’s name) to get your mentor’s contact information and view their bio!
- Track your progress on “Milestones” (automatically come up when you click on “Visit Mentoring Area”)
  - Completion of Milestones is required for your participation in Mentoring Office Programs. Please log in and complete your tasks!
  - You can also create new milestones by clicking on the “+” next to the pre-created milestones.
- Take notes in the “Private Journal” and send a message to your mentor by writing on the wall or by sending an email through the system.

### Public/Community Area (Use the Mentors, Mentees, Forums, Advice, & Resources tabs)

- Check out “Announcements” and “Events” (automatically appear at the top of the page & under your profile picture when you log in to the home page) to stay updated on upcoming and important Leeds Mentoring Office events.
- Resources
  - Check out the forums for questions, advice, and job opportunities! (Go to the FORUMS tab and choose the Mentee Forum, Functional Area Forum, or Jobs / Internships Forum!)
  - See other resources for success, such as the handbook and this “cheat sheet” (Go to the RESOURCES tab.) Read articles posted by mentors to discuss with your mentor! (Go to the ADVICE tab and choose “Articles”).
- Connect with other Mentors & Mentees (Click on the “Mentors” or “Mentees” tabs in the header bar.)
  - Mentors – You can view background info for all or our mentors, as well as “sort” them by State, Functional Area, and Industry experience or keyword by using the “Filter Mentors” drop down menus on the right. If you are planning an interview visit or want to contact a mentor in your home state, please contact us for more information.
  - Mentees – You can also see limited information about all of the students in your program. If you would like to find other students who share your career interests or come from a specific state, you can sort students by State, Graduation Date, Degree, & Area of Emphasis using the drop down menus on the right of the Mentees page. Please use for mentoring purposes ONLY!
- Send us an email!
  - Have a problem or a question? Go to “Contact Administrator” at the top right corner of the page or under “Quick links” and someone will respond ASAP.

### Important Privacy Reminder

Please remember that the content and information in this software is provided for your use as a member of a Leeds Mentoring Office program. Please do not share any of the personal or contact information contained in this database with others.
LEEDS MENTORING OFFICE  
TERMS & CONDITIONS OF PARTICIPATION

Purpose:
The purpose of the Leeds Mentoring Office is to enhance the Leeds Undergraduate and MBA student experience through personal and professional development that also fosters:
• Improved career connections
• An additional layer of valuable student advisement
• Development of professional skills and expectations

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

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

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

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

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

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

Thank you for your application and welcome to the Leeds Mentoring Community!
CAREER TOOLKIT

This section provides you with various career and job seeking resources, including:

2. Career Buffs Instructions and Additional Career Resources Page 25
3. Undergrad Resume Tips                           Page 26
4. Resume Template                                 Page 27
5. Cover Letters that Have Impact                  Page 28
6. Sample Cover Letter                             Page 29
7. Preparing Your Elevator Speech                  Page 30
8. Career Networking Tips That Work                Page 31
9. Overview of Career Interest Assessment Tools    Page 32 - 33

Provided by:
Leeds School of Business
Career Connections Office
career.connections@colorado.edu
Koelbel 227
303.492.1808
CAREER PLANNING GUIDE

As a First Year Student: Introduction
• Identify your interests, skills, and values with a career self-assessment tool (Career Leader-College)
• Join a student organization, volunteer or seek out student employment (get involved!)
• Familiarize yourself with Career Connections tools (Career Buffs, Interview Stream, Vault)
• Attend career workshops, career fairs and networking events
• Make an appointment with a career advisor to discuss career interests and goals

As a Sophomore: Exploration
• Get familiar with Career Connections resources
• Meet with your career advisor to assess whether you are heading in the right direction (your major and your career) and to develop a career search strategy
• Have your resume reviewed by a Career Connections Advisor
• Learn about job search strategies by attending career workshops
• Participate in career fairs, panels, networking events and information sessions
• Log on to Career Buffs often to familiarize yourself with the system and to find internship opportunities
• Join a student organization, volunteer or seek out student employment
• Research industries and companies of interest
• Practice your interview skills
• Consider applying for the Professional Mentorship Program

As a Junior: Preparation
• Participate in specialized career workshops, events and information sessions offered throughout the semester
• Pay close attention to fall recruiting, beginning as soon as you get back to school, for internship opportunities in December and May, and again at the beginning of second semester
• Attend career fairs, company presentations and networking events
• Learn about different education and career options
• Log on to Career Buffs often to familiarize yourself with the system and to find internship opportunities
• Make an appointment with your career advisor to discuss internship and/or career search strategies
• Have your resume reviewed by a Career Connections Advisor
• Land a summer or school-year internship
• Join LinkedIn and connect with alumni (Leeds BuffAlums)
• Join a student organization, volunteer or seek out student employment
• Participate in practice interviews using Interview Stream, or do a mock interview with a career advisor

As a Senior: Achievement
• Develop your on-campus and off-campus recruiting strategies (Career Buffs and your own network!)
• Pay close attention to fall recruiting, beginning as soon as you get back to school, for full-time opportunities in December and May, and again at the beginning of second semester
• Participate in career fairs and off-campus recruiting strategies
• Make an appointment with your career advisor to develop a career search strategy for full-time employment
• Attend career fairs, company presentations and alumni/company networking events
• Get your cover letters reviewed by a Career Connections advisor
• Participate in practice interviews using Interview Stream, or do a mock interview with a career advisor
• Join LinkedIn and connect with alumni (Leeds BuffAlums)
• Clean up your Facebook page -lock it down so that employers can’t see what you’re up to on the weekends…
• Make an appointment with your career advisor to discuss accepting/declining an offer, and salary negotiating
CAREER BUFFS INSTRUCTIONS

Career Buffs Registration
• Career Buffs is the online job/internship database for CU Boulder students and alumni.
  o Register at: leeds.colorado.edu/careerconnections, “job board” and “undergrad” on right side of page
  o Helpful hints for building an effective Career Buffs search:
    • Once in Career Buffs, click on “Job Search” tab
    • There are many fields to choose from, but if you use the following fields, you will build a useful search:
      * Advanced search
      * Position type (internship, full time, etc)
      * Major (Leeds School-Finance, etc)-this field is optional
      * Job Category (choose as many as your like)
  o Hit search button
  o Once search results appear, hit Save Search button
  o Your saved search will automatically update daily
  o Saved search can be found on left side of your Career Buffs home page

Posting Your Resume to Career Buffs *(you MUST do this to participate in on-campus interviews)*
1. Register at: www.careerservices.colorado.edu
2. Once registered, log in to Career Buffs
3. Select the “My Account” tab at the top and a drop down menu will appear
4. Select “My Documents” from dropdown menu
5. Select “Upload File” under Resumes found in “Employment Related Categories” section of page

Career Connections Resources
• Interview stream
  o Practice your interview skills using our virtual mock interview website. All you need is ½ hour and a webcam
    • Practice your interview at: leeds.interviewstream.com
    • Register using your colorado.edu email address
    • Password protected for privacy. Share with anyone you choose, or no one! Up to you!
• Career Leader, College
  o Not sure which career path to follow? Take this career assessment, specifically designed for business students
    • www.careerleader.com for more information
    • To take this assessment, you must first register with Career Connections.
• Vault
  o A comprehensive guide to industries, professions, career advice and more. Free for Leeds students
    • Find Vault at: leeds.colorado.edu/careerconnections and click on “Career Planning” on the left side
    • Make sure to create your account on a computer in the Leeds School

Career Connections
Koelbel Building, Suite 227
303.492.1808
leeds.colorado.edu/careerconnections
leeds.colorado.edu/GETHIRED
UNDERGRAD 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.
  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
  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.

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.
RESUME TEMPLATE

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

EDUCATION
UNIVERSITY OF COLORADO BOULDER-Leeds School of Business
Bachelor of Science in Business Administration with an emphasis in ______________
Month & Year of Graduation
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
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.

EXPERIENCE
Name of Company, City, State
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. 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.

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.
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. It should grab their attention so 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.
August 21, 2012

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 to demonstrate different ways to sell yourself.
PREPARING YOUR ELEVATOR SPEECH

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

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

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

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

• Answer the following questions:
  o What are your key strengths?
  o What adjectives come to mind to describe you?
  o What is it you are trying to “sell” or let others know about you?
  o 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:
  o Who am I?
  o What do I offer?
  o What problem is solved?
  o What are the main contributions I can make?
  o 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:
  o Take each note you made and write a sentence about it.
  o Take each of the sentences and connect them together with additional phrases to make them flow.
  o Go through what you have written and change any long words or jargon into everyday language.
  o Go back through the re-written materials and cut out unnecessary words.
  o Finalize your speech by making sure it is no more than 90 words long.

http://bschool.pepperdine.edu/career/content/elevatorspeech.pdf
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](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](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.
Would you like some help clarifying your career path or academic focus? Career interest assessments are helpful tools in career/academic exploration and planning. For upper class students, career inventories may help fine tune the job search upon graduation or facilitate your ability to find work environments or industries which best match your temperaments, values, interests, strengths, and skills.

Career Services offers several assessments ranging in cost from free to $60. Typically you will meet with a career counselor first to discuss which assessment is most appropriate, and then receive additional instructions. After you take the assessments, you will then have the opportunity to review the results with a counselor.

Online Assessments with a Fee:

**Myers-Briggs Type Indicator (MBTI)**
Based on Jung’s Psychological Types 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.
Cost: $23.00 (includes interpretive booklet)
Time: 35 minutes
Time: 1 hour

**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.
Cost: $6.00
Time: 45 minutes

**StrengthsQuest**
StrengthsQuest measures the presence of talent in 34 areas. 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.
Cost: Free for all YAMs and PMP mentors and students
Time: 30 minutes

**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.
Cost: $10.00 or 17.00 depending on report type
Time: 1 hour

**Birkman Direct**
This is a self-report questionnaire eliciting responses about perception of self, social context (others), and career opportunities. The Birkman provides a measure and understanding of individual performance potential, and clarifies strengths and effective behaviors, interests and goals, management styles, thinking styles, underlying needs, and stress (ineffective) behaviors.
Cost: $60
Time: 1 hour
Free Card Sorts:

VISTa Life/Career Cards
The VISTa 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

Motivated Skills
This is a quick and easy way to identify your motivated skills that are central to personal and career satisfaction and success. Based on experience, feedback and instinct, the cards will help you assess your proficiency and motivation in 48 transferable skills areas.
Time: 30 minutes

Career Values
A simple tool that helps prioritize your values. Fifty-four variables of work satisfaction, such as time freedom, precision work, power, technical competence, and public contact, are listed and described.
Time: 30 minutes

Free Online Assessments:

Students are strongly encouraged to discuss the results of any of these assessments with a career counselor.

FOCUS-2 (http://careerservices.colorado.edu/students/focus2.aspx) 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.

eChoices (https://secure.collegeincolorado.org/Default.aspx) gives information about occupations, education and training options, and financial aid. Create a free account with College in Colorado to access 'echoices explorer.' The online interest checklist generates a personal profile that may be used for course assignments or researching careers.

CareerZone (http://nycareerzone.org/) allows you to take a quick assessment of your interest in work environments and then gives you numerous occupations that fit your interest area. You can click on the occupation to learn more about the daily tasks, education, similar occupations, etc.

Human Metrics (http://www.humanmetrics.com/cgi-win/JTypes2.asp) offers a short quiz to identify your Jungian type. Once you receive your type, go to http://personalitypage.com/ to learn more about your type and how your personality relates to careers, relationships, etc.

O*Net Skills Search (http://online.onetcenter.org/skills/) allows you to explore and identify your skills, with an opportunity to consider careers related to your skills.

Career Services, University of Colorado Boulder
Center for Community, N352
UCB133 - 2249 Willard Loop Drive, Boulder, CO 80309
303.492.6541
http://careerservices.colorado.edu
Additional guides available at: http://careerservices.colorado.edu/students/MajorCareerInfo.aspx
ADDITIONAL INFORMATION

This section includes useful reference materials and resources that you may find helpful in preparing for your experience in a Leeds Mentoring Office program and in working with your mentor.

1. Leeds Mentoring Office Recommended Reading List: A list of selected list of books and resources that mentors and students have shared as the basis for discussion and professional development.


