



EXECUTIVE MENTOR PROGRAM

Daniels College of Business

Program Guide 2016-2017



UNIVERSITY *of*
DENVER

DANIELS COLLEGE OF BUSINESS
Career Services

Welcome!

Welcome to the Executive Mentor Program at the Daniels College of Business, University of Denver. We would personally like to thank you for your interest in this program, which started as an initiative to connect experienced business professionals with graduate business students who are navigating the, at times, difficult transition from the classroom to the world of work.

Since the program's inception in 2004, over 2,400 Daniels graduate students have been matched with senior-level business executives from the Denver metro area. This program offers an unusual and exciting opportunity for students to enhance their professional and personal skills via the interaction with our high caliber mentors who volunteer their time.

We are grateful to all Executive Mentors for their service to the Daniels College of Business, and to our students for their dedication and eagerness to grow. We look forward to working with you to make this a meaningful and rewarding experience.

Sincerely,

Susan Goodwin, MBA
Mentor Program Lead
Daniels Career Services
303.871.4653
Susan.Goodwin@du.edu

Kelli Turner, M. Ed.
Student Program Lead
Daniels Career Services
303.871.4759
Kelli.Turner@du.edu

Table of Contents

Welcome
Program Overview
Program Calendar
Mentor & Mentee Expectations and Code of Conduct
Suggested Activities



Topics for Initial Planning Meeting with Student Team
Topics for Initial Meeting with Executive Mentor
Sample Introductory E-Mail to Executive Mentor
Sample Team Goals

Program Overview

The Daniels College of Business is focused on creating leaders equipped to thrive within the complexities of business today. Our objective is to merge the experiences inside and outside of the classroom in order to help students make the transition from an academic environment to the world of work. As a result, the Executive Mentor Program is intended to:

- Educate on how business is practiced
- Sharpen career goals
- Build and strengthen professional networks

Prior to the start of each program rollout, students who wish to participate in the program must commit to the student expectations and outlined timeframe. Students have the opportunity to review the biographies of all participating Mentors and submit their top choices to be matched with one of their preferred Executive Mentors, and be placed in small groups of up to 4 students.

Each student team will designate a Team Lead who will guide the group throughout the logistics of the year and will be the primary person of contact for the Executive Mentor. Before the first meeting with the Executive Mentors, student groups will meet to establish goals and create a plan for the mentoring program.



Program Calendar

Spring and Fall 2016	Program Information Sessions conducted for students
August 26, 2016	Executive Mentor application due
September 20, 2016	Student application and Executive Mentor bios sent to students
September 27, 2016	Student application deadline
October 7, 2016	Mentor teams assigned and sent to students and mentors
October 17, 2016	Deadline for student team meeting and first e-mail sent to the Executive Mentor by the Student Lead (copy Kelli Turner on email)
October 19, 2016	Formal Kickoff Breakfast

Mentor Expectations

Share Knowledge & Experiences

Share knowledge about specific jobs, career paths, organizations, industries, and business topics based on the goals for the program. Share personal experiences that help students learn how business is practiced.

Coach and Guide Mentees

Provide students with perspective and advice on their career path and other career related topics. Offer suggestions and feedback and encourage students to explore new areas.

Facilitate Networking

Commit to serve as a resource for the students. Connect students with other professionals to allow them to hear different perspectives. These professionals may be internal or external to the organization and can be at any level.

Actively Listen and Ask Questions

Listen to the needs of the students and provide an accepting and supportive atmosphere. Respond to the students with thought provoking, open-ended questions.

Experiment with Process

Be flexible with meetings. Utilize different techniques and meeting locations to facilitate learning.

Provide a Positive Role Model

Act as a role model for students and teach them the importance of professionalism.

Maintain Respect

Uphold core relationship values including privacy, confidentiality, honesty and integrity.

Commit to Entire Program

Commit to actively participate throughout the entire length of the program. Attend scheduled events and keep scheduled appointments with students or reschedule, if necessary.

Student Expectations

Honor Code

All mentees will abide by the DU Honor Code, as outlined in the Graduate Student Handbook. As DU community members, each person is expected to follow set policies, procedures, and guidelines as outlined by the college. The DU Honor Code can be found here:

<http://www.du.edu/studentlife/studentconduct/>

Be Prepared

Understand the mentor's background, industry and company. Ensure that goals are established, topics are identified, agendas are created, and questions are prepared for each meeting. Be prepared to talk about current news events and how they may be impacting business.

Take Responsibility for Relationship

Take ownership to keep the mentor relationship moving forward. Be proactive to ensure that the group stays on task and meets identified goals, and keep the mentor informed of progress. Realize that having a mentor is a privilege and work hard to leverage the opportunity.

Be Receptive to Feedback

Accept feedback and suggestions from the mentor. Follow through on requests made by the mentor.

Show Professionalism

Uphold a high standard of professionalism. Be on time, dress appropriately, and promptly return telephone calls and e-mails. Show appreciation and gratitude towards the mentor.

Maintain Respect

Uphold core relationship values including privacy, confidentiality, honesty and integrity. Respect differences while discovering common ground.

Commit to Entire Program

Commit to actively participate throughout the entire length of the program. Keep scheduled appointments with the mentor or reschedule if necessary.

Properly Communicate Issues

Contact Kelli Turner (Kelli.Turner@du.edu) with any program issues.

Code of Conduct

The purpose of the Executive Mentor Program is to help Daniels graduate students learn about businesses, industries and practices to help shape their careers. Daniels students are paired with business professionals who have volunteered to share their experiences, career paths, and insights so that students can grow personally and professionally. As with any successful relationship, certain norms are expected. As each mentor and mentee enter into a mentoring relationship, both should agree upon various ground rules, including how best to communicate, frequency of meetings, and appropriate behaviors. Listed below are guidelines that set the stage for a productive and successful mentoring relationship.

By participating in this program you agree to the following Code of Conduct. Mentorships are unique relationships requiring the highest standards of professional conduct, consistent with the integrity and ethical standards upheld by the University of Denver (DU).

1. Both mentors and mentees will be fully committed to their professional relationship. They will attempt to resolve any conflicts on their own accord, and if an agreement cannot be reached, they will contact a Program Lead for resolution assistance.
2. Mentors are offering their time, experience, and advice on a strictly voluntary basis. It is a mentees' sole discretion to use or not to use the advice given. Neither mentors nor DU have any liability and are held harmless for mentees' decisions.
3. Mentors and mentees will agree upon ground rules in their first meeting in regards to confidentiality. Any highly sensitive information (such as contact information, private information about the mentor's company or organization, student academic standing, etc.) shared as a part of the relationship should not be shared with any other person unless (a) both the mentor and mentee expressly consent, or (b) there is physical, emotional, or mental harm sustained by either party arising from the relationship. Any such harm must be communicated to a Program Lead immediately.
4. Mentors and mentees are restricted from disclosing, sharing, duplicating or distributing any personal, professional or contact information of any program participant to any third party without the direct and expressed consent of such program participant.
5. Mentorship programs are not intended to directly lead to employment for mentees. Both parties will, however, act in good faith to promote the professional development of the other.
6. Mentors and mentees commit to professional participation in the program keeping relationships free of discrimination, harassment, or romantic or sexual involvement. Any concerns of this nature must be communicated to a Program Lead immediately.
7. Care should be taken to avoid any situation that could create an appearance of impropriety between personal, professional, or community responsibilities and mentoring activities. Any potential conflict of interest should be disclosed promptly to a Program Lead. Mentoring assignments will be changed, as needed, to remedy potential conflicts of interest.

8. Mentors and mentees will abide by the DU Honor Code (found here: <http://www.du.edu/studentlife/studentconduct/>) and DU Equal Opportunity/Discrimination and Harassment Policy (found here <http://www.du.edu/equalopportunity/policies/equalopportunity/index.html> and here http://www.du.edu/bfa/media/documents/policy/Equal_Opp.pdf).

If you have any questions about the above guidelines or concerns about a violation, contact Susan Goodwin at susan.goodwin@du.edu or Kelli Turner at kelli.turner@du.edu. Violations of these guidelines may result in forfeiture of program participation.

Suggested Activities

Below is a list of suggested activities for the mentor/student groups. Please feel free to develop your own activities in accordance with group goals as well.

Business Training

- Case Study - Discuss a project or current business case. Exchange perspectives based on your experiences and knowledge learned in real life and/or business school.
- On-Site Meeting - Attend a business meeting alongside the Executive Mentor, the mentor's direct reports, peers or supervisor.
- Company Tour - Take a company tour to learn about the Executive Mentor's company, culture, and work environment.
- Business Related Case or Book - Read a business case or business book with the team and discuss the topics.

Career Development

- Career Planning - Share career plans with the Executive Mentor. Discuss talents, skills and interests with mentor and ask for guidance and coaching on career plans.
- Career Tools - Review résumés, cover letters, and other career collaterals and ask for constructive feedback.
- Career Skills - Practice informational and job interviews with the Executive Mentor. Mentor groups can also attend career workshops together.
- Career Shadowing - Shadow the mentor at work. Learn about the Executive Mentor's industry, company and career path.

Networking

- **Business Function/Professional Organization** - Attend a business function with the Executive Mentor including a conference or networking function.
- **Meet Other Professionals** - Work with the Executive Mentor to meet other professionals in order to hear different perspectives on business.
- **Informal Outing** - Attend a sporting event with the Executive Mentor, volunteer as a group, or invite the mentor to lunch or dinner.

Additional Resources for Suggested Activities

Listed below are some of the many resources DU and the Daniels College of Business offer to supplement the activities for the Executive Mentor Program.

Industry Career Panels

Career related industry panels. For more information, contact Susan Goodwin at 303.871.4653.

Voices of Experience

Presentations hosted by the Daniels College of Business, which link leadership theory to practice and real-world experience. Speakers have included, Jack Welch, former CEO of General Electric and Richard Notebaert, Chairman and CEO of Qwest Communications. For more information, access <http://www.daniels.du.edu/Events-VOE.aspx>.

Topics for Initial Planning Meeting with Student Team

Once students have been matched, they will meet with their assigned student group members to prepare for the initial meeting with their respective Executive Mentor. The initial team meeting should focus on the following:

- **Team Overview & Introductions** - Create a team overview to provide the Executive Mentor with an idea of each person's background and areas of interest for the program. This information should be shared with the mentor in advance of the initial meeting.
- **Contact Information** - Share contact information for all team members, including primary & secondary e-mails and cell phone numbers, and the best method for communicating.
- **Meeting Times** - Determine the best times for on-going meetings. Remember to be flexible and be accommodating primarily to the Executive Mentor's schedule. Commit to honor established meeting times.
- **Team Lead** - Determine with the group who will act as the Team Lead. This person will act as the single point of contact with the Executive Mentor and is responsible for all meeting logistics.
- **Team Goals and Meeting Ideas** - Determine the goals, objectives and possible meeting ideas for program. Please share team goals with the Executive Mentor in advance of the Kickoff Event (see Sample Team Goals).
- **Research** - Conduct research on the Executive Mentor including background, company, industry, and related news via LinkedIn and other resources.

Topics for Initial Meeting with Executive Mentor

The initial meeting with the Executive Mentor should focus on introductions and planning:

- **Introductions** - Include graduate program, career path, and program interests.
- **Program Goals** - Allow the mentor and mentees to share their program goals. Come to consensus about what the collective group wants to achieve and the proposed benefits.

- **Meeting Ideas** - Share meeting ideas and brainstorm other possibilities given the program goals. Come to consensus about activities for the group.
- **Program Schedule and Meeting Times** - Create a preliminary schedule with the date, meeting topic, objectives and location. Determine the schedule for future meetings.
- **Ground Rules** - Discuss expectations of one another for the program.

Sample Introductory E-Mail to Executive Mentor

Subject: Executive Mentor Program – University of Denver, Daniels College of Business

Dear Mr./Ms. (Mentor Last Name),

Thank you so much for volunteering your time to be an Executive Mentor. I would like to introduce you to your mentee team: Janet Daniels, Tom Anderson, Jennifer Thompson, and me, Bill Elliott. On behalf of the team, I would like to briefly describe the goals that we have formulated with you:

- Develop an understanding of career management, using examples from your experience.
- Gain perspective from you in the fields of finance, operations, and customer management.
- Learn how you performed the bank startup, and lessons that you learned.
- Gain an understanding of aspects you think are most important for successful management:
- Enhance our interviewing skills. We would like to gain insight into how you perform a successful interview and what strategies you have found that have worked best.

We look forward to meeting with you on Thursday, where we hope to get to know you better while exploring our collective goals and preparing to move forward with this experience.

Best Regards,
Bill Elliot
Executive Mentor Program Team Lead

Sample Team Goals

Goals	Questions	Meeting Setting	Facilitator
Gain a better understanding of how to develop our personal leadership styles	<ul style="list-style-type: none"> • How does (mentor) describe his/her leadership style? • How did s/he develop it (books, courses, hands-on)? • How does s/he coach and develop employees? • How does s/he inspire people to share a common vision? 	<ul style="list-style-type: none"> • Attend the career workshop in the morning of November 10th about Insights. Have lunch afterwards to discuss • As a group, read a book on leadership and discuss. Suggested books: "Servant Leader" or "Real Power" by James Autry 	Tom
Learn more about management execution	<ul style="list-style-type: none"> • What skills are needed to oversee large budgets and many people? • How do you manage functionally different divisions within a company? • How do you balance big-picture strategy and day-to-day tasks? 	<ul style="list-style-type: none"> • Attend Voices of Experience event and meet afterwards for discussion • Discuss job responsibility specifics with (mentor) and other managers at (company) (i.e., "job shadow"), aligned with students' areas of interest 	Janet
Understand how to proactively manage our careers and lives	<ul style="list-style-type: none"> • How do you stay on top of changing career fields, technologies, and needs? • How do you balance personal life and professional life? 	<ul style="list-style-type: none"> • Discuss while attending a DU hockey game and meeting as a group before or afterwards 	Jennifer
Build knowledge of certain business fields	<ul style="list-style-type: none"> • Benefits and insurance industry • Strategic marketing 	<ul style="list-style-type: none"> • Attend a business strategy or yearly planning meeting at (company) 	Bill
Gain insight to the Denver business community	<ul style="list-style-type: none"> • How does Denver compare nationally? • What industries are growing? 	<ul style="list-style-type: none"> • Discuss in person with (mentor) • Possible setting: Denver Business Journal free seminar 	Janet
Discuss career planning	<ul style="list-style-type: none"> • What do I need to do in order to achieve my career goals? 	<ul style="list-style-type: none"> • Discuss in person with (mentor), at the end of the year 	Tom