

## **Mentoring and the Implementation of a Mentoring Program**

“Tell me and I forget, teach me and I may remember, involve me and I learn.”  
— Benjamin Franklin

### **I. Introduction to Mentoring<sup>1</sup>**

The mention of a mentoring program can be accompanied by concerns of investing too much into an associate who will simply leave in a few years. However, the question is not “What if we train them and they leave?” but rather should be “What if we don’t train them and they stay?”<sup>2</sup> A similar concern is that the mentor will have to invest time into this program and receive nothing in return. From the start, it is important to recognize that a mentoring relationship is not a one-way street. The seasoned partner’s role as mentor is not to train and discipline the young associate and assert a position of power. Rather, a mentoring relationship is a partnership between the mentor and mentee.<sup>3</sup> This partnership is a two-way street with each person bringing something of value to the relationship and in turn receiving something of value. For the mentoring relationship to be effective, the understanding of this principle is essential.

In very general terms, mentoring is simply a senior professional passing on their practical wisdom to a colleague (often, but not always, younger) who does not have as much experience in a certain area.<sup>4</sup> Creating a mentoring program can be “the most critical and cost-effective long-term investment in people that a firm can make and is key to the professional growth of young lawyers.<sup>5</sup> On average, for every five lawyers a firm hires, four will leave the firm after four years.<sup>6</sup> When a firm invests time and resources into the professional development of a new associate, the firm naturally wishes to reap the benefits of their investment. To do this requires a long term commitment between the associate and the firm. An effective mentoring program can give associates confidence in their skills as a lawyer which will tend to lead to an increase in productivity. As this confidence grows, the associate will become more professionally satisfied about their work within the firm, and thus more likely to remain with the firm.

Of course, there is an importance place for mentoring programs in the law profession in places other than law firms. While law firms have traditionally been the entry point of law school graduates into the profession, many people pursue in-house, governmental, academic, or other places to start their legal career. As such, many people needing mentoring – and organizations and professionals who would benefit from employees and colleagues who have been mentored – have need for mentoring / professional development programs. Further, even if one is not part of a firm or company or similar organization that has a traditional mentor

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<sup>1</sup> Other great references regarding mentoring and mentoring programs exist on the website of The Womentor Group, LLC. The Womentor Group, LLC, <http://www.womentor.com/links.htm>. The group’s president and managing partner is Paula Greenfield Washington, Ph.D., who is also the author of the book, *The Womentor Guide: Leadership for the New Millennium*.

<sup>2</sup> *Why Mentoring Still Matters & Pays Off*, 04-10 Compensation & Benefits for L. Off. 4, Oct. 2004.

<sup>3</sup> Seiser, Gary, *Mentoring: A Partnership in Growth*, The Benchers, Jan./Feb. 2005, at 15.

<sup>4</sup> Montgomery, John E., *The Case for Law Firm Mentoring Programs*, 19-Mar S.C. Law. 40, 41 (2008).

<sup>5</sup> Abbott, Ida O., *Mentoring Points*, 892 PLI/PAT 97, 101 (2007); Fox, Elaine S., *Aspects of Lawyer Mentoring*, 7 No. 1 Prof. Law. 16 (1995).

<sup>6</sup> Montgomery, *supra* note 3, at 41-42.

program, one can seek benefit (as mentor or mentee) by seeking out people to learn from and with.

The legal profession has been resistant to programs such as mentoring, because they do not generate revenue. However, firms ignore the reality that mentoring can increase new associate productivity as well as loyalty which can in turn lower attrition and reduce errors.<sup>7</sup> Reduction of errors increases client satisfaction while lower attrition and increased productivity helps reduce costs and increase profits.

To have an effective mentoring program, it is important that both the mentor and mentee understand their roles and duties in the relationship. The benefits that stem from a mentoring program are completely up to the parties involved. If each party gives proper commitment and are open to the process, the rewards will follow.

### ***A. The Mentor: Roles and Duties***

The online Merriam-Webster dictionary defines a mentor as “a trusted counselor or guide.”<sup>8</sup> While this is true, a mentor can serve as so much more. A mentor can be a trusted friend, a caring colleague, a teacher, an ally, a motivator, an advocate, as well as a positive role model.

The role of the mentor in the mentoring relationship has been described to incorporate three major categories.<sup>9</sup> First, the mentor serves as a teacher, imparting wisdom onto the mentee on how to handle clients, the practice of law, as well as how to handle common ethical and professional issues. Second, the mentor acts as a sponsor, connecting the mentee with members of the legal community who can assist the mentee along his/her desired career path. Lastly, the mentor acts as a colleague or friend, providing personal as well as professional support to the mentee, aiding in the development of essential life skills.

It is important to note that the mentor also reaps rewards from this process. The mentor continues to learn, stays current, and is challenged in trying to best assist the mentee to achieve his/her goals. Mentors also can feel the validation of the hard work they have put into their career by passing along their knowledge and successes to the next generation of lawyers. Furthermore, mentors develop and improve upon their interpersonal and management skills which will directly benefit the firm.

There are a few simple guidelines that can facilitate a mentor’s effectiveness in this role. An effective mentor listens more and talks less, and teaches by asking questions.<sup>10</sup> Few young associates or new professionals want to hear only war stories about the good old days (and if they do, they will ask).<sup>11</sup> Mentors also must spend the time and energy necessary to be able to form a meaningful relationship by maintaining regular contact with the mentee. Moreover, mentors should provide the mentee with positive feedback and guidance when there is a conflict.

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<sup>7</sup> Id.

<sup>8</sup> Merriam Webster Dictionary, <http://www.merriam-webster.com/dictionary/>.

<sup>9</sup> Fox, Elaine S., *Aspects of Lawyer Mentoring*, 7 No. 1 Prof. Law. 16 (1995).

<sup>10</sup> Montgomery, *supra* note 3, at 43.

<sup>11</sup> Id.; *Why Mentoring Still Matters & Pays Off*, 04-10 Compensation & Benefits for L. Off. 4, Oct. 2004.

When mentors do things which empower the mentee, it makes them feel valued in the mentoring relationship and encourages them to grow.<sup>12</sup>

### ***B. The Mentee: Role and Duties***

The mentee, or protégé, is most commonly a new attorney but that does not mean that more experienced attorneys cannot benefit from a mentoring relationship as well. The mentee simply must have a desire to learn and to continue to develop professionally, as well as the belief that such growth is possible.<sup>13</sup> An experienced attorney expanding to a new, unfamiliar area of practice can significantly decrease their learning curve through a mentoring relationship with an attorney experienced in that area.<sup>14</sup>

A mentee benefits from a mentoring relationship by gaining insight into the practice of law, enhanced professional growth, and new approaches to problems. They also can form new connections and relationships with attorneys who can help guide their careers. All of these benefits can lead to shorter learning curves, a clearer career plan, higher productivity, greater career satisfaction, and enhanced people skills.

As with many activities, a mentoring program can be only as successful as the parties allow it to be. This means active participation by the mentor as well as the mentee is required. A mentoring relationship is not a short-cut to success for the mentee. It is not the mentor's job to find career opportunities for the mentee. Rather, the mentee is responsible for his/her own career and for creating his/her own opportunities.<sup>15</sup> Being a good mentee means taking the initiative to maintain contact with your mentor and be proactive in their own professional development.

For example, the Indiana State Bar Association Mentor Match Program lists a number of goals that any mentoring relationship should seek to achieve:

- Foster the development of the mentee's practical skills;
- Increase the mentee's knowledge of legal customs;
- Contribute to a sense of integrity in the legal profession;
- Promote collegial relationships among legal professionals and involvement in the organized bar;
- Improve the mentee's legal ability and professional judgment; and
- Encourage the use of best practices and highest ideals in the practice of law.<sup>16</sup>

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<sup>12</sup> Seiser, *supra* note 2.

<sup>13</sup> *Id.*

<sup>14</sup> Pinnington, Dan, *Mentoring: Its Time Has Come – Again*, Law Practice Today, Aug. 2004, available at <http://apps.americanbar.org/lpm/lpt/articles/mgt08041.html>.

<sup>15</sup> Karkera, Tina R., *The Art of Mentoring*, 33-Apr Pa. Law. 36, 39 (2011).

<sup>16</sup> *Mentor Match Program*, Indiana State Bar Association, <http://www.inbar.org/Portals/0/downloads/pleads/Mentor%20Match%20Orientation%20Manual.pdf>.

## II. Implementing a Mentoring Program

Beyond what is required by the Georgia State Bar, discussed in detail in section III, an in-house mentoring program can also be created. The benefits to be gained from an effective mentoring program are clear; the implementation of a program that is to be effective must also be critical, so that benefits may be obtained through the process. Such mentoring benefits can only be obtained if the program is well designed and administered effectively. This means having a well developed plan ahead of time.

Starting a mentoring program involves a good amount of preparation. In developing a program, the following questions can provide a good starting point:

- Have you identified the strategic business objectives that mentoring will address (e.g. succession planning, career development, workplace diversity, retention of higher performers, on-the-job-training, emulating best practices)?
- Do you have the active support of the ownership group for the mentoring initiative?
- Have you set realistic expectations for the mentoring initiative with you owner group?
- Have you developed a mentoring action plan to move from strategic objectives to tactical implementation?
- Have you identified methods for measuring the success of your mentoring program?
- How will you track compliance with the program? How will participants and mentors report their progress?
- Do you have the budget to implement your mentoring program effectively?
- Have you identified the knowledge and skills both mentors and mentees will need?
- Have you selected a way to assess mentees' needs and mentors' competencies to ensure the best match?
- Have you developed a training action plan that addresses the needs of mentors and mentees?
- Do you have the support of manager level people who will also serve as mentors?
- Have you planned how you will communicate the mentoring program and build excitement and support for its implementation?<sup>17</sup>

### A. *Qualifications of Mentors*

The general qualifications of a mentor are something that needs to be determined by the individual firm or enterprise. There is no bright-line rule which says a mentor must have a certain amount of experience with a certain subject matter expertise. However, in order for a mentoring program to serve its objectives, it must seek individuals who have exhibited interpersonal skills and the ability to impart quality lessons about the legal profession. A mentor must be able to devote the time necessary to allow for a meaningful relationship to develop. This should be an on-going relationship in which the mentor shares their experience, provides guidance, and engages in dialogue with the mentee. In determining who would be a good mentor, it is important to look to the needs of the mentee and how their goals can best be achieved.

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<sup>17</sup> *Why Mentoring Still Matters & Pays Off*, 04-10 Compensation & Benefits for L. Off. 4, Oct. 2004.

## ***B. Selection v. Appointment of Mentors***

The process of matching mentors and mentees can be the most important part of a mentoring program. The mentor and mentee need to get along or at least be compatible to be able to form a meaningful relationship. This is important because one of the main purposes of mentoring is to promote professional growth through personal relationships.<sup>18</sup> The most effective form of mentoring results from a natural relationship that develops between two lawyers. This natural mentoring relationship is most effective because of the trust that exists in the relationship allowing for the sharing of personal and professional information.<sup>19</sup> Arranged mentorships can also be effective assuming the mentor and mentee can find some common ground and form a relationship that will allow for an effective mentoring relationship.

One way to accomplish the matching task is to match a mentor's strengths with a mentee's needs.<sup>20</sup> Additionally, simply asking the mentee if he/she has a mentor in mind, or certain qualities and characteristics he/she seeks in a potential mentor will also prove useful. Mentoring is a very different skill than practicing law and the best lawyers do not always make the best mentors.<sup>21</sup>

## ***C. Goal Setting***

It is important to set out from the very beginning the purpose and goals of the mentoring relationship, as the mentor and mentee may have significantly different views, as well as far different expectations.<sup>22</sup> As a new generation of lawyers enters the legal community, it is important to recognize that the career goals of the current generation of lawyers may be far different than the goals of a new associate.<sup>23</sup>

As previously mentioned, one the most important aspects of an effective mentoring program is setting out the goals of the relationship at the outset as well as some general guidelines to follow in striving to achieve these goals. By defining the focus of the relationship, it is understood what the final goals are, and the mentor and mentee can devise a plan to achieve these goals in the most effective way possible.

A mentoring program should have clear operation guidelines as well as minimum requirements. These minimum requirements might include:

- Procedures for matching
- The length of the relationship
- The frequency of interactions
- Training of the mentor
- The topics to be covered
- How the success of the program will be evaluated

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<sup>18</sup> Abbott, Ida O., *Mentoring Points*, 892 PLI/PAT 97, 101 (2007).

<sup>19</sup> Fox, *supra* note 8.

<sup>20</sup> Abbott, *supra* note 17.

<sup>21</sup> Fox, *supra* note 8.

<sup>22</sup> Abbott, *supra* note 17.

<sup>23</sup> *Why Mentoring Still Matters & Pays Off*, 04-10 Compensation & Benefits for L. Off. 4, Oct. 2004.

Whatever the requirements may be, the goal should always be geared toward facilitating the mentor and mentee in achieving the goals set at the outset of the relationship in the most effective manner possible.

#### ***D. Evaluating the Relationship/Program***

An often overlooked aspect of a mentoring program is the continuing evaluation of not only the mentor-mentee relationship, but of the overall program as well. Regardless of how the program is evaluated it is important that the program and the mentoring relationships are constantly evaluated and updated as needed. To do this it is best to have a set schedule of how often these evaluations will take place. During these evaluations it can be determined if progress is being made toward achieving the goals that were set-out or if changes are needed to be made so that progress can be achieved.

In performing these evaluations, some questions you should be asking yourself include:

- Is the program's purpose clearly understood?
- Did participants receive adequate training to carry out their responsibilities?
- Did the matching process make effective matches?
- Did the firm provide adequate resources?
- Were the benefits of the program worth the cost?<sup>24</sup>

While these parameters provide a very basic understanding of what goes into the implementation of a mentoring program, the main point is to have a plan in place. As a perfect example, the State Bar of Georgia has in place a mentoring program for all newly admitted lawyers.

### **III. State Bar of Georgia Mentoring Program**

Beginning in 2004 the State Bar of Georgia started a mentoring program for all beginning lawyers.<sup>25</sup> The Mentoring program was initiated to introduce beginning lawyers to the legal community and foster growth in the practice of law.<sup>26</sup> One of the program's many purposes is to bridge the gap between beginning attorney and more senior attorney.<sup>27</sup> The State instituted mentoring program aimed much of its work toward mentees who are not beginning their career in a firm or office.<sup>28</sup> This however does not preclude firms or offices from taking part in the program. Work places may take part in the program though it is assumed that firms or offices that do have potential mentors will nominate those mentors fitting the qualifications and will

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<sup>24</sup> Abbott, *supra* note 17, at 106.

<sup>25</sup> Information for Beginning Lawyers: Is participation in the Transition Into Law Practice Program mandatory? Available at <http://www.gabar.org/membership/tilpp/beginning-lawyers.cfm> (last visited September 8, 2012).

<sup>26</sup> See generally, State Bar of Georgia and the Commission on Continuing Lawyer Competency. Transition into Law Practice Program, July 21, 2005. P 1-5. Available at <http://www.gabar.org/membership/tilpp/upload/7-G.pdf> (last visited September 8, 2012).

<sup>27</sup> Id.

<sup>28</sup> Id.

serve as mentors for the beginning lawyers in his or her own practice setting.<sup>29</sup> In order to begin a mentoring program to satisfy the State Bar of Georgia requirements, interested attorneys must comply with the Mentor Subcommittee rules and regulations and submit all necessary documents to the Program Director.<sup>30</sup>

### ***A. Minimum requirements***

To be a mentor for the State Bar the applicant must be an active member of the Bar and be in good standing with the Georgia State Bar, have practiced at a minimum for five (5) years, have a reputation for competence, professional conduct and ethical conduct, the mentor must never have been sanctioned, suspended or disbarred in any state from the practice of law.<sup>31</sup> The mentor must also keep professional liability insurance with minimum limits of \$250,000.00/\$500,000.000 or its equivalent.<sup>32</sup> The Mentor Subcommittee which reviews the mentors application, screen the applicants as appropriate and then send the list to the Georgia Supreme Court where the Court will appoint the mentors for the renewable term of one (1) year.<sup>33</sup> Mentors work on a voluntary basis and once recruited may serve for an indefinite time, with approval from the subcommittee and consent of the mentor; there is no requirement that the mentor continue to mentor after the first year.<sup>34</sup>

The Institute of Continuing Legal Education (“ICLE”) offers a three hour Mentor Orientation Program for new mentors with an overview of the Transition Into Law Practice Program (“TILPP”).<sup>35</sup> It is offered twice a year and satisfies three (3) Continuing Legal Education (“CLE”) credits including one (1) hour of ethics and one (1) hour of professionalism.<sup>36</sup> As an incentive to reach outside the practice setting mentors who mentor beginning lawyers outside the firm, office will receive twelve (12) CLE credits including one (1) hour of ethics, one (1) hour of professionalism and three (3) hours of trial practice.<sup>37</sup>

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<sup>29</sup> Information for Beginning Lawyers\_What is the difference between "Outside Mentor" and "Inside Mentor"? Available at <http://www.gabar.org/membership/tilpp/beginning-lawyers.cfm> (last visited September 8, 2012).

<sup>30</sup> See generally, State Bar of Georgia and the Commission on Continuing Lawyer Competency. Transition into Law Practice Program, July 21, 2005. P 15-20. Available at <http://www.gabar.org/membership/tilpp/upload/7-G.pdf> (last visited September 8, 2012).

<sup>31</sup> *Implementation Plan for a Mandatory Transition Into Law Practice Program*. Committee on Standards of the Profession State Bar of Georgia. August 19, 2004. Available at [www.gabar.org/membership/tilpp/upload/7-G.pdf](http://www.gabar.org/membership/tilpp/upload/7-G.pdf). (last visited September 8, 2012).

<sup>32</sup> See generally, State Bar of Georgia Volunteer to Serve as a Mentor. Available at <http://www.gabar.org/membership/tilpp/volunteer.cfm> (Last visited September 7, 2012). State Bar of Georgia and the Commission on Continuing Lawyer Competency. Transition into Law Practice Program, July 21, 2005. Available at <http://www.gabar.org/membership/tilpp/upload/7-G.pdf>(last visited September 8, 2012).

<sup>33</sup> *Implementation Plan for a Mandatory Transition Into Law Practice Program*. Committee on Standards of the Profession State Bar of Georgia. August 19, 2004. Available at [www.gabar.org/membership/tilpp/upload/7-G.pdf](http://www.gabar.org/membership/tilpp/upload/7-G.pdf). (last visited September 8, 2012).

<sup>34</sup> State Bar of Georgia Volunteer to Serve as a Mentor. Available at <http://www.gabar.org/membership/tilpp/volunteer.cfm> (Last visited September 7, 2012).

<sup>35</sup> State Bar of Georgia and the Commission on Continuing Lawyer Competency. Transition into Law Practice Program, July 21, 2005. Available at <http://www.gabar.org/membership/tilpp/upload/7-G.pdf>(last visited September 8, 2012).

<sup>36</sup> Id.

<sup>37</sup> Id.

## ***B. Mentors in the Work Place***

Within the firm or office, mentors are selected/volunteered through the discretion of the work place. Likewise assignment of mentors to mentees is based on the recommendations from the appropriate party in the office or firm. The parties who choose to take part in the Georgia mentoring program must be in compliance with the mentor requirements set forth by the State Bar of Georgia.<sup>38</sup> The mentor-mentee program is a one year relationship but may continue after the year; mentors although would not receive the CLE credits that would be assigned for the prior year.<sup>39</sup> Mentors and mentees are required to sign disclaimers for the areas of practice that may give rise to liability and as mentioned, the mentor must maintain professional liability insurance in the amount of \$250,000.00/\$500,000.00 or its equivalent.<sup>40</sup> Interestingly the State Bar of Georgia will purchase insurance in order to cover the program itself.<sup>41</sup>

Also the State Bar of Georgia has no set time table when exactly mentors and mentees must contact one another or meet; however such contact and meeting times must be created between the parties and set forth in their Mentor Plan.<sup>42</sup> The State Bar of Georgia does ask that the mentor and the mentee meet regularly.<sup>43</sup>

## ***C. Migration***

Migration is a term to describe the mentor-mentee relationship ending prior to the one (1) year due to either party leaving or the mentor-mentee relationship falling apart.<sup>44</sup> Prior to entering into the relationship the parties need to take into account this possibility and draft into their Mentoring Plan arrangements to deal with such situations.<sup>45</sup> The Program Director will determine on a case-by-case basis whether action should be taken regarding reconstituting mentorship after a migration.<sup>46</sup> However, it is the Mentor Subcommittee that has the ultimate authority crafting the policies and procedures regarding migration.<sup>47</sup>

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<sup>38</sup> Information for Beginning Lawyers\_What is the difference between "Outside Mentor" and "Inside Mentor"? Available at <http://www.gabar.org/membership/tilpp/beginning-lawyers.cfm> (last visited September 8, 2012).

<sup>39</sup> Id.

<sup>40</sup> *Implementation Plan for a Mandatory Transition Into Law Practice Program*. Committee on Standards of the Profession State Bar of Georgia. August 19, 2004. Available at [www.gabar.org/membership/tilpp/upload/7-G.pdf](http://www.gabar.org/membership/tilpp/upload/7-G.pdf). (last visited September 8, 2012).

<sup>41</sup> Id.

<sup>42</sup> Id.

<sup>43</sup> See generally, State Bar of Georgia Volunteer to Serve as a Mentor. Available at <http://www.gabar.org/membership/tilpp/volunteer.cfm> (Last visited September 7, 2012).

<sup>44</sup> Information for Beginning Lawyers\_What if my employment status changes while I am enrolled in the Transition Into Law Practice Program ("TILPP")? Available at <http://www.gabar.org/membership/tilpp/beginning-lawyers.cfm> (last visited September 8, 2012). See generally, State Bar of Georgia Volunteer to Serve as a Mentor. Available at <http://www.gabar.org/membership/tilpp/volunteer.cfm> (Last visited September 7, 2012). State Bar of Georgia and the Commission on Continuing Lawyer Competency. Transition into Law Practice Program, July 21, 2005. Available at <http://www.gabar.org/membership/tilpp/upload/7-G.pdf>(last visited September 8, 2012).

<sup>45</sup> *Implementation Plan for a Mandatory Transition Into Law Practice Program*. Committee on Standards of the Profession State Bar of Georgia. August 19, 2004. Available at [www.gabar.org/membership/tilpp/upload/7-G.pdf](http://www.gabar.org/membership/tilpp/upload/7-G.pdf). (last visited September 8, 2012).

<sup>46</sup> Id.

<sup>47</sup> Id.



#### ***D. Mentee Qualification***

In order for the beginning lawyer to qualify as a mentee they must be newly admitted to the practice of law and newly admitted to practice in the State of Georgia.<sup>48</sup> Those who have practiced law outside the state of Georgia for more than two (2) years, those whose principle practices are in another state or those who are serving as judicial clerks are not subject to the mandatory Mentor program.<sup>49</sup> Mentees must attend the two CLEs, Bridge-the-Gap and the Fundamentals of Law Practice.<sup>50</sup>

#### ***E. Mentoring Plan***

At the commencement of their relationship the Mentor and the beginning lawyer are asked to sign a mutual commitment to carry out the agreed Mentoring Plan in a meaningful manner.<sup>51</sup> The mentoring plan may be comprised of a customized plan and advocacy experience plan.<sup>52</sup> The State Bar of Georgia does offer a Model Plan of Mentoring Activities and Experiences to serve as a guide which offers suggestions to assist the mentor and mentee in crafting the customized plan.<sup>53</sup>

A customized plan is the guide the mentor and mentee should devise in order to lay the foundation for the coming twelve (12) months.<sup>54</sup> This plan must be signed by both the mentor and the mentee and submitted to the Program Director.<sup>55</sup> It is not enough for the mentor to merely oversee the mentees work; rather the mentor must engage the mentee and at a minimum, the mentoring plan must include the following elements.

1. The regularity of contact and meetings.
2. A continuing discussion regarding the following topics: ethics and professionalism; relationships with clients lawyers the judiciary and the public; professional work habits, organizational skills and practical management; economics of practicing law in the relevant practice setting; responsibility and opportunities for pro bono work, bar activities, and community service.
3. Introduction into the local legal community.

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<sup>48</sup> Information for Beginning Lawyers, Who is exempt from the Program? Available at <http://www.gabar.org/membership/tilpp/beginning-lawyers.cfm> (last visited September 8, 2012).

<sup>49</sup> Id.

<sup>50</sup> *Implementation Plan for a Mandatory Transition Into Law Practice Program*. Committee on Standards of the Profession State Bar of Georgia. August 19, 2004. Available at [www.gabar.org/membership/tilpp/upload/7-G.pdf](http://www.gabar.org/membership/tilpp/upload/7-G.pdf). (last visited September 8, 2012).

<sup>51</sup> See generally, State Bar of Georgia. XIII Mentoring. Available at <http://www.gabar.org/aboutthebar/lawrelatedorganizations/cjcp/mentoring.cfm> (Last visited September 7, 2012). See generally, *Implementation Plan for a Mandatory Transition Into Law Practice Program*. Committee on Standards of the Profession State Bar of Georgia. August 19, 2004. Available at [www.gabar.org/membership/tilpp/upload/7-G.pdf](http://www.gabar.org/membership/tilpp/upload/7-G.pdf). (last visited September 8, 2012).

<sup>52</sup> Id.

<sup>53</sup> Id.

<sup>54</sup> *Implementation Plan for a Mandatory Transition Into Law Practice Program*. Committee on Standards of the Profession State Bar of Georgia. August 19, 2004. Available at [www.gabar.org/membership/tilpp/upload/7-G.pdf](http://www.gabar.org/membership/tilpp/upload/7-G.pdf). (last visited September 8, 2012).

<sup>55</sup> Id.

4. Planning for professional development and continuing legal education in and outside the firm.
5. Periodic evaluation of the mentor-beginning lawyer relationship.<sup>56</sup>

For Mentees who intend on serving as sole or lead counsel in the Superior or State court of Georgia in civil or criminal cases the mentors and the mentees must agree to an advocacy experience plan.<sup>57</sup> To satisfy the advocacy experience plan, these mentees must observe an actual or simulated deposition of an adverse party, jury trial, nonjury trial, mediation and the mentee must observe a webcast of an appellate argument in the Supreme Court, the Court of Appeals of Georgia, a United States Circuit Court of Appeals or the Supreme Court of the United States.<sup>58</sup>

#### ***F. Certificate of satisfactory Completion***

At the end of the twelve (12) months the beginning lawyer and the mentor, or the head of the mentoring group, must sign a certificate evidencing the completion of the TILPP, satisfying the Mentoring Plan and attending the required CLE components.<sup>59</sup> This certificate must then be sent to the Program Director.<sup>60</sup>

Penalties for failure to complete the CLE portion of the program are fairly minor; the mentee must make up any missed sessions.<sup>61</sup> Failure to complete the Mentoring Plan will result in the beginning lawyer attending the Rehabilitation Plan approved by the appropriate directors or attending one session of the State Bar's Ethics School.<sup>62</sup>

### **IV. Conclusion**

An effective mentoring program not only benefits the mentor and mentee but the participating law firm and its clients as well. Mentoring is an on-going relationship of learning, growth and challenges for both the mentor and mentee. An effective mentoring program can create a cycle of success, with current mentees becoming the mentors for the next generation.

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<sup>56</sup> *Implementation Plan for a Mandatory Transition Into Law Practice Program*. Committee on Standards of the Profession State Bar of Georgia. August 19, 2004. [www.gabar.org/membership/tilpp/upload/7-G.pdf](http://www.gabar.org/membership/tilpp/upload/7-G.pdf).

<sup>57</sup> See generally Information for Beginning Lawyers. Available at <http://www.gabar.org/membership/tilpp/beginning-lawyers.cfm> (last visited September 8, 2012).

<sup>58</sup> *Implementation Plan for a Mandatory Transition Into Law Practice Program*. Committee on Standards of the Profession State Bar of Georgia. August 19, 2004. Available at [www.gabar.org/membership/tilpp/upload/7-G.pdf](http://www.gabar.org/membership/tilpp/upload/7-G.pdf). (last visited September 8, 2012).

<sup>59</sup> Id.

<sup>60</sup> Id.

<sup>61</sup> Id.

<sup>62</sup> Id.