



TAB 12

MENTORING AND ADVISORY SERVICES PROPOSAL TASK FORCE

April 23, 2015

Interim Report to Convocation

Task Force Members

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Purpose of Report: Information

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Interim Report

TAB 12.1

TASK FORCE PROCESS

1. Since its establishment in November 2013, the Task Force has met on the following dates:
 - March 13, 2014
 - April 25, 2014
 - May 8, 2014
 - August 27, 2014
 - November 26, 2014
 - March 30, 2015

INFORMATION

INTERIM REPORT

MENTORING AND ADVISORY SERVICES PROPOSAL TASK FORCE

Issue under Consideration

2. The Task Force is mandated to consider the nature of current mentoring and advisory services programs and possible initiatives for enhancing services, while addressing a number of factors, including the financial consequences of various approaches.

Rationale

3. The components of the 2011-2015 strategic plan relating to post-licensing competence included as one element of its work plan “developing initiatives to institutionalize mentoring, advisor and other support services for lawyers and paralegals.”
4. The Task Force was established in November 2013 to consider issues that could guide the realization of this component of the strategic plan. Other key elements of the post-licensing competence priority put in place over the last four years have enabled the discussion of advisory initiatives to be more coherently situated within the Law Society’s competence mandate.

Key Issues and Considerations

5. There are currently numerous mentoring programs offered by legal organizations and the Law Society to address a variety of licensee needs. In general, however, they do not reflect a coherent developmental framework.
6. In considering the development of enhanced mentoring and advisory initiatives the Task Force has determined that it is essential to consider,
 - a. specific goals and objectives;
 - b. the fundamental components of any initiative, including measurements of success;
 - c. whether the initiative should be directed at mentoring for career networking, advisory services for addressing substantive file issues, coaching with a view to longer term professional development or some combination;
 - d. the intended audience/participants and relevant stakeholder input;

- e. the appropriate advisor/mentor/coach profiles, including attention to, and training for, cultural competence;
- f. accessibility of services across Ontario;
- g. the most effective structure for any initiative;
- h. the possible role of the Law Society;
- i. the 2015-2019 strategic planning process; and
- j. cost implications.

DISCUSSION

Background

7. The Task Force's mandate has included considering mentoring initiatives in place in Ontario and in other jurisdictions. The Task Force has examined reports and information on mentoring done over a number of years on this subject. **TAB 12.1.1: Mentoring Programs for Regulated Professionals** looks at international programs for lawyers and other professions. The Task Force has also reviewed preliminary information on mentoring programs for lawyers and paralegals in Ontario. The information does not provide an exhaustive survey of initiatives and the number and nature of programs vary over time, with some ending or becoming inactive and others beginning. The information has been useful to highlight the kinds of programs that exist or have existed. The Task Force continues to update its information.
8. In considering the information, the Task Force has noted that with respect to international programs in law or programs in other professions, their nature and profile must be analyzed with an understanding of their specific context. For example, some are developed in jurisdictions where pre-licensing experiential training requirements are minimal. Programs are not identical, have different goals, occur at different points in professionals' careers and are in some cases mandatory, in others voluntary and in still others a mixture. In the Ontario context, programs offered by legal organizations are diverse and designed in the context of the organizations' needs, budget and mandate.
9. The information has been helpful to enable the Task Force to see a snapshot of the mentoring landscape and to reflect on interesting and often innovative approaches. At the same time, the Task Force has concluded that to frame the development of a broad reaching initiative in Ontario, it will be more useful to consider the specific factors that that should underlie the initiative in the Ontario context. In its view, based on its observations and research to date, the following factors should play a role in the development of the Task Force's ultimate proposal:

- a. Mentoring and advisory services are linked to a post-licensing preventive competence strategy that may enhance practices and assist practitioners to avoid the Law Society's discipline or other conduct streams.
- b. While "mentoring," as used in the traditional sense to mean networking and general career advice is a valuable tool, what is better described as an advisory and coaching program may more effectively address licensee needs.
- c. A well-focused system of advisor and coaching services, designed to support the needs of lawyers and paralegals who might otherwise not have practical guidance from experienced colleagues, may address a gap in the professional development of such legal practitioners.
- d. Access to information on substantive law and practice management to assist legal practitioners has never been more readily available and easier to access. At the same time, however, sole and small firm practitioners may lack the contacts and advisors who can assist them to distill the wealth of information, apply it most effectively and develop advising relationships that can become part of their professional development plan.
- e. The usefulness of a coherent advisory services initiative would be in its ability to support the needs of those lawyers and paralegals to whom services are directed in completion of legal tasks, including daily management of client files, substantive and procedural issues relating to those files and practice management obligations.
- f. Any proposal the Law Society puts forward must have articulated goals and be capable of evaluation and measurement to determine,
 - i. its progress;
 - ii. whether its goals are being met;
 - iii. whether it is focusing on those most likely to benefit from it;
 - iv. the seriousness and commitment of those who are using it;
 - v. the effectiveness of the advisors, including assessing their cultural competence; and
 - vi. whether it has the appropriate scope.
- g. Any discussion of an advisory services initiative with which the Law Society is to be involved must continue to come within its strategic priorities.

- h. Any discussion of an advisory services initiative with which the Law Society is to be involved must reflect a consideration of immediate and long term financial implications.

Next Steps

- 10. The Task Force will continue to consider the factors set out above in the context of the Law Society's strategic priority development, with a view to developing a proposal for Convocation's consideration for an appropriate advisory and coaching service initiative.



Review of Mentoring Programs for Regulated Professionals

FOR INFORMATION ONLY

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This paper examines a variety of mandatory and optional mentoring programs that are provided to lawyers by their regulatory bodies and bar associations outside Canada, including the Hong Kong and Singapore Law Societies, U.S. State Courts, and the bar associations in Australia, New Zealand, and in England and Wales. For comparison purposes, the paper also includes a brief outline of the mandatory and optional mentoring programs developed by provincial and national organizations in Canada that are responsible for regulating the professions of accountancy, architecture, engineering, and medicine.

1. LAW

United States of America

a) Mandatory Programs

In Georgia, Kentucky, Nevada, New Mexico, Oregon, and Utah, new lawyers are required to participate in a prescribed mentoring program. The programs are similar to the Law Society of Upper Canada's articling program, in that they are required as a condition of licensing or registration and the regulator prescribes learning objectives and other rules for the mentoring relationship.

Georgia was the first jurisdiction to make mentoring mandatory. Its "Transition into Practice Program" took effect on January 1, 2006 and it has since become a mentoring model for the other mandatory states. It combines mentoring with CLE in that the CLE component lays the groundwork for and supports the mentoring component.

The program offers three types of mentoring:

1. If a lawyer practises in a firm or organizational setting, s/he will have an "inside mentor" from that practice.
2. If the new lawyer does not practise with other lawyers (for instance, is a sole practitioner) s/he will have an "outside mentor" – someone who works outside of the new lawyer's office.
3. Group mentoring is available when the new lawyer is unemployed or does not work in a legal setting. Some firms, government agencies, and other organizations have developed their own "Master Mentoring Plans" that they use for all newly admitted attorneys subject to the Transition into Law Program. If an employer has such a plan, the mentor and mentee do not need to create and submit a written mentoring plan.

The only mentoring activity that new lawyers must complete is the Advocacy Experience and only if they appear as sole or lead counsel in Georgia's Superior or State Courts in a contested civil case or criminal trial. Mentoring activities and experiences can be created to best suit the needs and circumstances of the mentor and the mentee but must include the following:

1. Regular contact and meetings between the mentor and new lawyer
2. Continuing discussions between the mentor and new lawyer on at least the following topics: a) ethics and professionalism; b) relationships with clients, other lawyers (both in and outside the firm), the judiciary and the public, including unrepresented parties; c) professional work habits, organizational skills and practice management; d) economics

- of practising law in the relevant practice setting; e) responsibility and opportunities for pro bono work, Bar activities, and community service
3. Introduction to the local legal community
 4. Specific planning for professional development and continuing legal education in and outside the firm
 5. Periodic evaluation of the mentor-new lawyer relationship

If the lawyer fails to complete the mentoring program within one year, s/he must complete an approved Rehabilitation Plan or attend a session of the State Bar's Ethics School.

The results of a telephone survey, conducted by the Schapiro Research Group at one-year intervals during Georgia's two-year Pilot Project, showed that approximately 85% of both the mentors and the new lawyers rated the Pilot Project as satisfactory in varying degrees. The Committee on the Standards of the Profession noted that on professionalism measures, such as dealing with clients, the new lawyer's self-perceptions of their skills matched the perceptions of their mentors. Additionally, "the beginning lawyers' rating of their ability to handle the ethical aspects of law practice increased consistently from the baseline over the course of the Pilot Project. This was also true for dealing with other lawyers, judges, and court personnel." The Schapiro Survey also revealed that new lawyers' self-perceptions were positive and career satisfaction increased over the course of the Pilot Project. At the end of the second year, "60% of the group rated themselves "very satisfied with their legal careers." ("Best Practices for Legal Education: Mentoring Programs in the U.S.", <http://bestpracticeslegaled.albanylawblogs.org/2011/01/31mentoring-programs-in-the-u-s/>)

Utah's New Lawyer Training Program (NLTP) is very similar to the Georgia program and includes the same three kinds of mentoring. However, Utah provides fewer guidelines for mandatory activities, e.g. working with clients is mandatory, while negotiation is elective. For both mandatory and elective subjects, new lawyers have a variety of activities that they either must or may complete. After the mentor and new lawyer develop a plan, they must submit it for approval by the NLTP program administrator and the New Lawyer Training Committee. Once the plan is approved, the new lawyer has 12 months to complete the NLTP.

The **Oregon** State Bar launched the New Lawyer Mentoring Program (NLMP) for incoming bar members in May of 2011. This mandatory program formalizes a process that for many decades took place organically, through connections forged at law firms and other close-knit bar communities. The NLMP offers new bar members one-on-one guidance on the elements of a highly competent practice, while promoting professionalism, civility and collegiality.

The program is loosely modeled on programs in Georgia and Utah, which have received accolades for giving all new bar members meaningful access to experienced lawyers and a well-developed mentoring program in their first year. The Oregon model emphasizes a flexible approach in which mentors and new lawyers take the core curriculum and shape it to best meet the needs of the new lawyer.

Pilot/Proposed Mandatory Mentoring Programs

The **Supreme Court of South Carolina** ordered a pilot mandatory mentoring program for all newly admitted lawyers, which ran through 2012 and is being evaluated. The pilot required one-

on-one mentoring for every new lawyer on nine separate areas important to a successful, ethical practice. Law firms could be certified to mentor their own new associates. The program had to be completed within 12 months and mentees had to certify completion. New lawyers were expected to find their own mentors. Mentors received 2 hours of CLE credit.

The **Wyoming** Bar has proposed a New Lawyer Mentoring Program for all newly admitted lawyers. Mentors who complete the plan with at least one mentored new lawyer will receive an annual maximum of 15 hours of CLE, including one ethics hour.

b) Optional Programs

To date, optional programs for new and/or less experienced lawyers have been established by state bars in 20 U.S. states. For example, in the **Arizona** Bar Association's One-to-One Mentor Program, experienced lawyers answer substantive and procedural questions from mentees either over the telephone or in person.

The **Connecticut** Bar Association provides every newly admitted lawyer with access to an experienced member of the Bar, who has volunteered to provide guidance, direction, and advice for the new lawyer's first year of practice. The **Texas** Bar Association offers a similar program. Every other month, a group meeting of all participants takes place with programming planned around one or more specific mentoring topics. During alternate months, mentors and mentees meet in small groups or one-on-one.

Pilot Optional Mentoring Programs

Colorado is piloting an optional new member program in which the executive director of the Bar reviews applications and facilitates a match. Upon completion of the program, both the mentor and mentee are awarded 15 hours of CLE credit.

The **Maryland** Court of Appeals has adopted a pilot optional mentoring program for newly admitted applicants. The program is administered by the Court through the Executive Director of the Commission on Professionalism. The new law applicants and mentors select activities and topics from a Mentoring Plan, which guides their meetings throughout the course of a one-year mentoring term. Mentors and new applicants meet in-person at least 6 times.

The **Mississippi** Bar's Professionalism Committee is in the initial stages of establishing a pilot mentoring program for new applicants. The committee, in cooperation with both Mississippi law schools, is assigning applicants to participate in the program.

The Young Lawyer's Division (YLD) of the **South Dakota** Bar will choose mentors to participate in the program on an optional basis. Although the goal is that the mentor/mentee relationship will be indefinite, mentors and mentees are entitled to end their relationship at any time. The YLD requires mentors to sign and submit an agreement before they contact their mentees.

The **Alabama** Bar has discontinued its mentoring program. The program had matched 2 volunteer mentors with 8 mentees, each with fewer than 5 years as members of the Alabama Bar.

Note: The **National Legal Mentoring Consortium** consists of administrators and contributors of mentoring programs sponsored by law schools, Bar associations, State supreme courts, law firms, and other organizations. The Consortium is supported by the Nelson Mullins Riley & Scarborough Center on Professionalism at the University of South Carolina School of Law. The purposes of the Consortium are

- to encourage mentoring in the legal profession
- to provide a venue for the exchange of ideas related to mentoring in the legal profession
- to provide resources to aid in the successful creation and operation of mentoring initiatives within law firms, Bar organizations, law schools, courts, and other entities within the legal profession

The Consortium's online list of state-level mentoring programs for mostly new lawyers is set out in Appendix A (p. 10).

Australia

Law Society-sponsored mentoring programs in Australia include the following:

1. The Law Institute Victoria (<http://www.liv.asn.au/For-Lawyers/Careers-Centre/LIV-Mentoring-Program>) offers an optional **Mentoring Program** that links experienced legal practitioners with those seeking professional development, support or guidance. Mentees can view the list of potential mentors on the Law Institute's online Mentor Directory.
2. The Law Society of New South Wales launched an optional **Women's Mentoring Program** in 2012. Female members of the Law Society and 10-15 years post-admission submitted applications to be matched with more senior and experienced members. There were 42 applications from mentees and only 25 mentors. Applications for the 2013/14 program opens in July 2013.
3. The Law Society of Western Australia (<http://www.lawsocietywa.asn.au>) offers an optional mentoring program for Aboriginal or Torres Strait Islander law students. They encourage lawyers who are members of those groups to apply to be mentors. Mentors must participate in a 2-hour training session focussing on the skills necessary to develop a mentoring relationship.
4. The Family Law Committee of the Law Society of Australian Capital Territory (<http://www.lawsocact.asn.au/content/home2/index.asp>) has offered an optional mentoring program for family lawyers since 2005. The program serves a wide range of practitioners in all areas of the territory. Each paired mentor and mentee normally work together for 2 or 3 years. Materials and general guidelines are provided to participants but the mentor and mentee agree at the outset what the role the mentor is to take, the mode and frequency of contact between the mentee and mentor, the goals, and the duration of the mentoring relationship.

England and Wales

The Law Society of England and Wales' Law Society **Diversity Access Scheme**, which has been in operation since 2004, provides full scholarships for the Legal Practice Course (LPC) to entrants to the solicitors' profession who also face exceptional, social, educational, financial or personal obstacles to qualification.

This optional program is aimed at boosting social mobility and making the legal profession more accessible to those from diverse backgrounds who are financially disadvantaged. The students receive insights into working in certain areas of law as well as support and advice on obtaining a training contract, flexible working, paralegal work, and issues for mature/disabled students.

Mentors sign up to a minimum of 12 months (October to September) and complete a detailed application form on the area(s) where they are able to offer assistance; mentees do the same. Both mentors and mentees are issued detailed mentoring guidelines outlining the mentoring process, to ensure that both have a clear understanding and are then matched by areas of experience and specialism, as opposed to by geographical location.

All mentors must attend a free half-day training session in order to be able to participate in the scheme. It is accredited with 3.5 CPD hours and mentors are required to sign the registration form on the day to claim the allocated hours.

The Law Society has also developed an **Advocacy Section** to provide solicitor advocates with optional mentoring, training, and networking opportunities at the circuit and national level. It was developed for the 5,200 solicitors who have qualified as higher court advocates in either criminal or civil jurisdictions. The objective of the new service is to equip solicitors with the necessary skills and confidence to appear in the courts. In the first half of 2012, the section focused on the criminal solicitor advocates, as their needs were considered the most acute. The Law Society also wanted to help them prepare for the introduction of the new Quality Assurance Scheme for Advocates assessment regime. The service will also cater to the needs of advocates at the magistrates' and county court levels, as well as civil, family, and children advocates.

Ireland

The Law Society of Ireland launched a new optional **Mentor Support Programme** in 2012. Its goal is to provide support to newly qualified solicitors by putting them in touch with more senior colleagues who provide guidance based on their own experience. The program was designed to help new solicitors, qualified for fewer than three years, to build their confidence and knowledge about the legal profession and further develop their professional skills. The programme is being provided on a pilot basis initially, with a limited number of mentors. If a suitable match is made, the mentor and new solicitor work together over a 12-month period to confidentially discuss issues by face-to-face meetings, telephone, and/or e-mail. A guide to the new program, and the new solicitor application form and agreement are provided on the members' area of the "support services" section of the Law Society's website.

New Zealand

The New Zealand Bar Association offers an optional **Mentoring Programme** designed to help new members and less experienced practitioners receive support and guidance in their professional development from a senior member of the Association.

The Bar Association states on its website (<http://www.nzBar.org.nz/MainMenu>) that “[T]he Mentoring Programme is an informal arrangement that is made between a mentor and mentee.” The New Zealand Law Society Council, of which the Bar Association is a member, describes the approach as follows: “[T]here are far too many variables to consider a “one size fits all” approach. For that reason the aim of the programme is to be flexible in a way that allows a mentee to develop at a comfortable pace...the program is not a substitute for continuing legal education or intended as a junioring scheme. Nor is it a ‘friends panel.’ Essentially, the mentor is someone who can provide a helpful ‘sounding board’ for the mentee in advancing his/her professional development.”

Singapore

The Law Society of Singapore offers an optional **PracMentor** program under which young lawyers may seek guidance and advice from a senior volunteer lawyer on issues in the following practice areas: administrative and constitutional law; arbitration; banking; bankruptcy; insolvency and judicial management; civil procedure; construction; conveyancing; corporate; criminal; defamation; equity and trusts; evidence; family law; intellectual property; international business transactions; labour and employment; personal injury claims; shipping and admiralty; tax; probate and wills. To seek guidance, lawyers call a staff member whose name and number appears on the Law Society’s website (<http://www.lawsociety.org.sg/>)

The Law Society also runs two optional mentoring programs for lawyers who have started their own practice. Under the **Practice Consult** scheme, practitioners with queries on legal practice management issues such as practice risk management, business development and planning, human resources and personnel management, and client relationships and communication may seek assistance from a legal practice management consultant. The cost of the first hour of consultation is borne by the Society. Under the **Mentoring Scheme for Small Firms**, proprietors of small law practices may seek the mentorship of senior lawyers on practice management issues. Mentorship is provided on an *ex gratia* basis.

2. OTHER PROFESSIONAL ENVIRONMENTS

A. Accounting

CMA Ontario (<http://www.cmaontario.org/Home.aspx>) requires new Consulting Certified Management Accountants who offer Compilation, Financial Statement Preparation, and/or Personal or Corporate Taxation services, to engage a CMA Ontario approved mentor. New CMA’s receive details about the mandatory mentoring program when they receive their Practice Registration Form. The Consulting CMA must engage a mentor for a minimum of 6 months. At the end of that period, the mentor issues a report to the Society indicating any strengths or weaknesses in the management of the member’s practice. If the Society’s practice standards have not been met, the mentoring period is extended. In geographic regions where a CMA

mentor is not available, the Society establishes a list of acceptable non-CMA licensed public accountants. The mentor is required to review all engagements undertaken by the member prior to any release to a client.

The Institute of Chartered Accountants of Alberta (ICAA) offers a **Foreign Trained CAs Mentoring Program** designed to facilitate the exchange of knowledge from more experienced CAs to less experienced CAs and registered CA students. It matches CA mentors with foreign-trained professionals who are either internationally trained and are interested in earning, or in the process of earning, their CA designation, or foreign-trained CAs very early in their careers. The duration of the program is one year and the focus is on soft skills, workplace/employment skills, and cultural norms and expectations. Mentors do not necessarily have to possess a background similar to that of the mentee.

The ICAA intends to expand the mentorship program to the wider CA and CA student community. To assist their mentors and mentees, the ICAA adapted the Association of Professional Engineers and Geoscientists of Alberta's (APEGA) mentorship handbook, which includes worksheets and guidelines. The program's guiding principles are set out on the ICAA website: <https://www.albertacas.ca/ServicesforCAs/MentorshipProgram>

B. Architecture

Canadian architecture graduates are required to secure a mentor during their internship with the **Intern Architect Program (IAP)** as a condition of licensure. The IAP is a national mandatory program that documents and evaluates internship activities, provides structure to the transition between education and registration, and encourages involvement of practitioners in the development of new architects. The IAP was established by the [Committee of Canadian Architectural Councils \(CCAC\)](#), which is composed of representatives from each of the ten provincial associations of architects.

Mentors, who must be Ontario Architects, are required to meet with their interns two or three times a year, review their progress, and offer constructive advice. The OAA notes that every year, interns delay licensure because they have difficulty finding a mentor. Mentors are eligible to claim up to six Continuing Education hours per cycle.

The OAA's Young Architects and Interns Forums are considering the introduction of supplemental and optional forms of mentorship that could be offered in addition to the existing mandatory system. Forms of mentorship could include collaborative design projects for not-for-profits, design charettes (group problem-solving activities) and/or community build projects.

C. Engineering

Professional Engineers Ontario (PEO), the licensing and regulating body for engineers in the province, offers the **PEO Mentorship Program** (<http://www.peop.on.ca/Program/mentorship.html>), which links Engineering Interns with Professional Engineers licensed with PEO to provide guidance and support as the interns progress toward professional licensure status. The program is optional and not all PEO Chapters participate in it.

Women in Engineering Mentoring Initiative (WEMI) is an initiative of the Ministry of the Environment and supported by partner ministries and organizations. Launched in 2011, WEMI provides mentoring and guidance to women engineering students in their final year of study by partnering them with women engineers working across the Ontario Public Service. It is a virtual mentoring program, making it flexible and accessible to mentors and mentees across Ontario. Mentors and mentees connect at least six times during the course of the program, which follows the academic year from September to May. It is designed as an optional learning and development opportunity for women engineering students in their final year of study and women engineers in the Ontario Public Service (OPS). Participants are encouraged to share insights and experiences through formal and informal meetings and dialogue.

D. Medicine

The College of Physicians and Surgeons of Ontario (CPSO) defines “Mentor” as a member of the CPSO who serves to guide the physician through the health care system in Ontario.” The mentor’s role is to provide advice on how to deal with clinical and other practice concerns. Mentors do not have the responsibilities of supervisors, who are required to provide supervision reports to the CPSO, although mentors may sometimes augment supervision arrangements. Some residencies include a mentoring component.

In 2007, an e-Mentorship Program was launched by the Hamilton-based de Souza Institute (http://fhsson.mcmaster.ca/apnment/index.php?option=com_content&view=article&id=51) with funding from the Ontario Ministry of Health and Long-Term Care Inter-professional Coaching and Mentorship Fund. The initial program focused on the mentorship needs of oncology advanced practice nurses in Ontario and was led by the Mentorship Sub-Committee of Cancer Care Ontario's Advanced Practice Nursing Community of Practice in partnership with the School of Nursing at McMaster University. During the first year of the program, a rigorous evaluation demonstrated high participant satisfaction with program services and a positive impact on mentee and mentor job satisfaction and role implementation.

In September 2008, the de Souza Institute collaborated with Cancer Care Ontario and McMaster University to become a formal partner and the primary funder of the Oncology Advanced Practice Nurse Inter-professional e-Mentorship Program.

The program has now expanded to provide career development and mentorship services to all nurses in the province involved in cancer care. In 2009, a Steering Committee involving nurses and healthcare leaders from a variety of sectors led the completion of a comprehensive needs assessment to inform the development of the expanded program. The program is located at the Juravinski Cancer Centre in Hamilton, Ontario.

Participants attend an in-person or online career development workshop to help them determine what their career and professional development needs are. Mentors and mentees use e-mail, Skype, online discussions, videoconferencing, and teleconferencing to communicate across Canada.

APPENDIX A: National Legal Mentoring Consortium List of State-Level Mentoring Programs

<http://www.legalmentoring.org/index.shtml>

Alabama

<http://www.alaBar.org/mentoring/>

Optional

Status: Discontinued

Type: Group new lawyer mentoring program

The program is designed to provide support and networking for professional and client development issues. The program is not intended to provide substantive advice or training in the practice of law. Each mentor group consists of two volunteer mentors and eight mentees, each with less than five years as members of the Alabama Bar.

Arizona

<http://www.azBar.org/sectionsandcommittees/committees/mentorcommittee>

Optional

Status: Ongoing

Type: Formal One on One Mentoring

The program provides experienced attorneys as mentors to answer substantive and procedural questions and offer management ideas for less experienced attorneys. The mentees can receive advice either by asking questions by telephone or in person through the One-to-One Mentor Program.

Arkansas

http://www.arkBar.com/pages/mentor_program.aspx

Note: Log in required for detailed information on this program.

Colorado

<http://www.lawweekonline.com/2011/09/new-mentoring-program-for-new-lawYERS-approved/>

Optional

Status: Pilot

Type: Individual New Lawyer Assistance

The program provides experienced attorneys as mentors to newly admitted attorneys. The executive director reviews applications and facilitates a match. Upon completion of the program both the mentor and mentee are awarded 15 hours of CLE credit.

Connecticut

https://www.ctBar.org/userfiles/Sections/YLS/Mentoring_Program_flyer.pdf

Optional

Status: Ongoing

Type: Individual New Lawyer Assistance

The program provides every new lawyer newly admitted to the State Bar of Connecticut with meaningful access to an experienced member of the Bar, who will provide guidance, direction and advice the new attorney will require during their first year of practice; the customs, usages and unwritten rules of practice, and the ethical and professional values that represent the best traditions and highest aspirations of the legal profession.

Delaware

<http://dsba.org/index.php/standing-committees/professional-guidance.html>

Optional

Status: Ongoing

Type: Individual/ Group Mentoring Program

This committee provides peer counseling and support to lawyers overburdened by personal or practice-related problems. It offers help to lawyers who, during difficult times, may need assistance in meeting law practice demands. The members of this committee, individually or as a team, will help with the time and energy needed to keep a law practice operating smoothly and to protect clients. Call a member if you or someone you know needs assistance.

Florida

<http://www.floridaBar.org/tfb/tfbmentor.nsf/welcome?openform>

Optional

Status: Ongoing

Type: Law Students Communicate with Mentors Via Email

Georgia

http://www.gaBar.org/programs/transition_into_law_practice_program/

Mandatory

Status: Ongoing

Type: Individual New Lawyer Mentoring Program

The transition into law program assists beginning lawyers with their transition from student to professional. The educational program combines a mentoring component with a CLE component. It is mandatory for any newly admitted active member of the State Bar of Georgia admitted after June 30, 2005.

Idaho

http://isb.idaho.gov/member_services/mentorprogram.html

Optional

Status: Ongoing

Type: Individual New Lawyer Assistance

The program assists new lawyers in the transition from law school to a successful new practice. Mentees are paired with an experienced lawyer in their local community who has agreed to respond to general questions, give suggestions, and offer guidance about the practical aspects of practicing law.

Illinois

<http://www.isba.org/mentorcenter/>

Optional

Status: Ongoing

Type: Individual New Lawyer Assistance

The ISBA offers a Commission-Approved Mentoring Program. In this year-long mentoring program, the ISBA uses the Commission developed structured curriculum which pairs experienced lawyers with new lawyers to provide guidance during the first year of practice. Upon successful completion of the curriculum, both the mentor and mentee will be eligible to receive 6 hours of PMCLE credit.

Indiana

<http://www.inBar.org/ISBALinks/MentorMatch/tabid/382/Default.aspx>

Optional

Status: Ongoing

Type: Individual New Lawyer Mentoring Program

The ISBA will help locate a mentor from their database or new attorneys can find a mentor on their own. Once mentees have a mentor, they schedule their first meeting they submit the "Mentoring Agreement" to the ISBA. Once the individual curriculum is designed for the program to receive your CLE/Ethics/APC Credits, all the features of the program and the curriculum can easily be downloaded from the ISBA website. The ISBA gives some materials to read for the program. Lastly, when the necessary 6 hours of mentoring time are completed and the mentor and mentee have concluded all four quarters of time and discussion, they can submit the Certificate of Completion signed by the mentor and mentee to receive the appropriate accreditation.

Kentucky

<http://www.kyBar.org/>

Mandatory

Status: Pilot

Type: Individual New Lawyer Mentoring Program

The Kentucky New Lawyer Pilot Program assists beginning lawyers in their transition from student to professional. The main goal of the program is to determine whether a mandatory uniform mentoring program is appropriate and practical to all types of legal practice.

Louisiana

<http://www.lsba.org/Mentoring/Mentoring.asp>

Optional

Status: Ongoing

Type: Informal Question/ Answer Assistance Via an Internet Based Program

The program enables Bar members to seek advice and discuss topics including: (1) practice and law office management related issues; (2) issues involving such matters as personnel, escrow or other accounts; (3) substantive areas of law and related procedural issues; (4) appropriate and professional conduct and how to deal with inappropriate conduct; and (5) the importance and means of being involved in Bar and community activities and in developing a support network for a lawyer's practice. The purpose of the mentoring relationship is to provide counseling, guidance and an open atmosphere for learning.

Maryland

<http://mdcourts.gov/professionalism/mentoringprogram.html>

Optional

Status: Pilot

Type: Individual New Lawyer Mentoring Program

The Court of Appeals has adopted a pilot mentoring program for newly admitted Maryland attorneys. The pilot program is administered by the Court through the Executive Director of the Commission on Professionalism. New admittees and mentors select activities and topics from a Mentoring Plan, which guides their meetings throughout the course of a one-year mentoring term. Mentors and new admittees meet in-person at least six times, during which they will engage in various professional activities.

Massachusetts

<http://www.massBar.org/for-attorneys/mentor-program>

Optional

Status: Ongoing

Type: Informal Question/ Answer Assistance Via Telephone

The program offers Massachusetts Bar Association members the opportunity to speak with an experienced attorney for advice. Mentors are MBA members who are knowledgeable practitioners, in good standing, have practiced law for more than seven years and have volunteered to advise other attorneys on selected legal topics.

Mississippi

<http://www.msBar.org/professionalism.php>

Optional

Status: Pilot

Type: Individual New Lawyer Mentoring Program

The Mississippi Bar's Professionalism Committee is in the initial stages of establishing a pilot-mentoring program for new admittees. The committee, in cooperation with both Mississippi law schools, is assigning admittees to participate in the program.

Missouri

<http://members.moBar.org/lpmonline/themissouriBarmentoringprogram.html>

Optional

Status: Ongoing

Type: Individual New Lawyer Mentoring Program

Practicing law is a very complex profession. Through The Missouri Bar Mentoring Program you can regularly meet and talk with a lawyer who will answer your questions or help you find the answers, guide you, and ultimately help you make decisions that may affect your life for years to come.

Nebraska

<http://www.neBar.com/displaycommon.cfm?an=7>

Nevada

<http://www.nvBar.org/tip/faq#ls%20the%20Transitioning%20into%20Practice%20program%20mandatory?>

Mandatory

Status: Ongoing

Type: Individual New Lawyer Mentoring Program

All newly admitted members of the State Bar of Nevada must participate in "Transitioning into Practice" unless exempt or deferred. New lawyers must enroll in the TIP program by filing the enrollment form within four weeks after admission to the Bar. Unless otherwise arranged, all new lawyers will begin the next available program cycle following their admission to the Bar. There are three ways that mentors will be identified for new lawyers. If a newly admitted lawyer is hired by a firm or organization, their employer may assign a senior associate to serve as their mentor. The second option is for a new lawyer to select a mentor from the published list of Supreme Court-appointed mentors or seek out a respected member of the Bar and ask if they are willing to serve as a mentor (in this latter instance, the Mentor will be provisionally approved pending their appointment by the Supreme Court). In the event that a new lawyer's choice of Mentor is not available, the Bar will match the new attorney with a mentor based principally on geographical and practice area.

New Hampshire

<http://www.nhBar.org/uploads/pdf/MentorProgramBooklet.pdf>

Optional

Status: Ongoing

Type: Individual New Lawyer Mentoring Program

Principle goals of the program are to promote professional development and provide assistance regarding ethical, practical and professional issues and concerns; helping support lawyers with their transition into the New Hampshire legal community, and promoting positive relationships among members of the Bar Association. Mentors and mentees are matched by the program.

New Jersey

<http://www.njsba.com/about/news-archives/archived-press-releases/345.html>

Optional

Status: Ongoing

Type: Individual New Lawyer Mentoring Program

Mentors and mentees can obtain applications to be a mentor or a protégé online. Mentors must have at least 15 years of practical experience and 10 years in the New Jersey Bar to serve as a mentor.

New Mexico

<http://www.nmBar.org/Attorneys/Mentorship/mentorship.html>

Mandatory

Status: Ongoing

Type: Individual New Lawyer Mentoring Program

The Bridge the Gap Mentorship Program was approved by the New Mexico Supreme Court, through NMRA 24-110. Bridge the Gap joins new attorneys, who have recently been admitted to practice, with experienced attorneys who serve as mentors for a twelve-month period. Mentors and new lawyers meet in person a minimum of seven times a year to discuss the practice of law and work on activities they choose from a mentoring plan.

North Carolina

<http://www.ncBar.org/about/ncba-mentorship-program.aspx>

Optional

Status: Ongoing

Type: Individual New Lawyer Mentoring Program

The goal of the program is to help the entire legal profession by assisting young lawyers develop good character, competence, and a deeper appreciation for the responsibilities of the profession. The program offers two distinct mentoring opportunities. The first is the more traditional approach in which a new lawyer and a more experienced lawyer develop an ongoing relationship, wherein the mentor guides the mentee through the many pitfalls associated with early practice. The second branch of the program is the situational mentoring initiative.

Ohio

<http://www.sconet.state.oh.us/AttySvc/mentoring/default.asp>

Optional

Status: Ongoing

Type: Individual New Lawyer Mentoring Program

The program links experienced attorneys with new lawyers who have recently been admitted to the practice of law. Mentors and new lawyers meet in person six times during the course of a year to discuss topics and engage in activities they select from a mentoring plan. Upon completion of the program, mentors receive CLE credit and new lawyers receive required new lawyer training credit.

Oklahoma

<http://www.okBar.org/members/committees/mentormatch.htm>

Optional

Status: Ongoing

Type: Group/ Individual/ Transitional Lawyer Mentoring Program

The program attempts to match new attorneys with mentors based on criteria for compatibility. It utilizes group mentoring, individual mentoring and also limited mentoring and is designed not only for new attorneys but also for experienced attorneys who may be venturing into a new area of the law. The program started as a pilot program in 2007 with plans to expand to a full program in 2008.

Oregon

<http://www.osBar.org/programs/mentoring>

Mandatory

Status: Ongoing

Type: Individual New Lawyer Mentoring Program

The New Lawyer Mentoring Program (launched for incoming Bar members in May of 2011) formalizes a process that for many decades took place organically, through connections forged at law firms and other close-knit Bar communities. As the Oregon Bar has grown, the process of introducing new lawyers to the legal community, and guiding them through the transition to law practice, has grown more amorphous. The NLMP offers new Bar members one-on-one guidance on elements of a highly competent practice, while promoting the professionalism, civility and collegiality that make Oregon among the best places in the country to practice law. The program is loosely modeled on programs in Georgia and Utah, which have received accolades for giving all new Bar members meaningful access to experienced lawyers and a well-developed mentoring program in their first year. The Oregon model emphasizes a flexible approach in which mentors and new lawyers take the core curriculum and shape it to best meet the needs of the new lawyer.

South Carolina

<http://www.sccourts.org/Bar/PilotMentoringProgram.htm>

Mandatory

Status: Pilot

Type: Individual New Lawyer Mentoring Program

The Supreme Court of South Carolina has ordered a pilot mandatory mentoring program for all newly admitted lawyers. The pilot program will run through 2012 and will be evaluated at that time for permanent adoption. The pilot program requires one on one or group mentoring for every new lawyer on nine separate areas important to successful, ethical practice. Law firms can be certified to mentor their own new associates. The program must be completed within 12 months and mentees must certify completion. New lawyers are expected to find their own mentors. Mentors receive 2 hours of CLE credit. Mentors also must not have a history of grievances.

South Dakota

<http://www.sdBar.org/newsletters/color-nov.pdf>

Optional

Status: Pilot

Type: Individual New Lawyer Mentoring Program

Mentors chosen by the YLD participate in the program on an optional basis. Although the goal is that the mentor/mentee relationship will be indefinite, mentors and mentees are entitled to end their relationship at any time. They YLD must receive the signed mentor agreement before mentors are able to contact their mentees.

Tennessee

<http://www.tba.org/programs/mentoring-program>

Optional

Status: Ongoing

Type: Individual New Lawyer Mentoring Program

During the mentoring experience, lawyers would be able to explore issues of professionalism, client and practice management, legal ethics, professional and leadership development, life balance and well-being, and pro bono/charitable work. The mentoring pair is required to complete exercises associated with the proposed eight core topics and any number of elective topics in its plan. Progress reports would be filed with the TBA, with CLE credit to be awarded at the completion of the program.

Texas

http://www.texasBar.com/AM/PrinterTemplate.cfm?Section=Transition_to_Practice

Optional

Status: Ongoing

Type: Individual New Lawyer Mentoring Program

The program is targeted to lawyers in their first several years of licensure. Newly-licensed lawyers are matched with more experienced attorneys who volunteer to participate in the project. Mentoring covers many areas, including law practice management, effective client representation, pro bono opportunities, career development, and other aspects of successfully practicing law. Every other month, a group meeting of all participants takes place with programming planned around one or more specific mentoring topics. During alternate months, mentors and mentees meet in small groups or one-on-one.

Utah

<http://www.utahBar.org/nltp/Welcome.html>

Mandatory

Status: Ongoing

Type: Individual New Lawyer Mentoring Program

The program matches new lawyers with more experienced lawyers for training during their first year of practice in professionalism, ethics, and civility; to assist new lawyers in acquiring the practical skills and judgment necessary to practice in a highly competent manner; and to provide a means for all Utah attorneys to learn the importance of organizational mentoring, including the building of developmental networks and long-term, multiple mentoring relationships. Lawyers newly admitted to the Bar with an active license are required to complete the program their first year of practice in Utah. The requirement for judicial law clerks is deferred until completion of the clerkship.

Vermont

<https://www.vtBar.org/FOR%20ATTORNEYS/Mentorship%20Program/What%20is%20the%20Mentor%20Program.a>

SDX

Optional

Status: Ongoing

Type: Individual Mentor Matching Assistance

The VBA Mentoring Program provides VBA members a way to seek and receive advice on, and to discuss, a wide range of general issues in the practice of law. These issues include, but are not limited to, substantive law questions, attorney-client communications, law office management, and professional ethics. The purpose of the program is to provide counseling, guidance, and an open atmosphere for learning and developing professional skills.

Wyoming

<http://www.wyomingBar.org/>

Mandatory

Status: Proposed

Type: Individual Mentor Matching Assistance

All new lawyers admitted to practice law in Wyoming on active status must timely complete the requirements of the NLMP unless otherwise specified in these Rules. Mentors who successfully complete the NLMP Plan with at least one mentored new lawyer will receive an annual maximum of 15 hours of CLE, which includes one ethics hour.