



Colorado Attorney Mentoring Program

Mentoring Handbook

Strategize, interact, and influence.

Contents

Colorado Attorney Mentoring Program Overview – Mentors	2
Colorado Attorney Mentoring Program Overview – Mentees	8
Mentoring Plan	14
Mentoring Agreement	16
In-House Mentoring Agreement.....	16
Outside Mentoring Agreement	18
Certificate of Completion	20
Ethical Issues in Lawyer-to-Lawyer Consultation.....	21
CAMP Mentoring Software	22
Managing Millennials	24
Millennials at Work.....	24
How to Mentor a Lawyer.....	35
The Mentoring Relationship: How to Make it Work and Why it Matters	37
From An Associate’s Perspective: If I knew Then What I Know Now	38
Mentoring: A Partnership in Growth.....	39
Mentoring Tips	40
Frequently Asked Questions.....	44

Colorado Attorney Mentoring Program Overview – Mentors

I. Starting at the Beginning

a. *The Program Objective*

The stated purpose of the Colorado Attorney Mentoring Program (CAMP) is to promote professional pride and identity in the legal profession; to promote the pursuit of excellence in service to clients; and to promote strong relationships between the bar, courts, clients, law schools and public, through the teaching of the core values and ideals of the legal profession and the training in the best practices for meeting those ideals.

Specifically, your mentoring relationship should accomplish the following:

1. Foster the development of your mentee's practical skills;
2. Increase your mentee's knowledge of legal customs;
3. Contribute to a sense of integrity in the legal profession;
4. Promote collegial relationships among legal professionals and involvement in the organized bar;
5. Improve your mentee's legal ability and professional judgment; and
6. Encourage the use of best practices and highest ideals in the practice of law.

b. *More simply stated...*

In thinking about how you will accomplish these goals, look to the following principles to apply during your mentoring relationship.

1. Let's Not Recreate the Wheel

You have a great wealth of experiences to share with your mentee. Share techniques and strategies that you have found to be successful, and, when appropriate, reveal mistakes that you have made so that your mentee can learn from these experiences.

2. I Never Got the Memo

Much of the professional practice of law involves learning skills that are not found in law books and are not taught in law school. Do your best to provide guidance about professional practices, unwritten rules, and practical application of general legal concepts.

3. No Question is A Stupid Question

You are there to answer the many questions that your mentee has. Make sure that your mentee understands that no question – no matter how insignificant or obvious it appears to be – should be off limits. Although some of these questions may seem silly or trivial, realize that everything to your mentee is unfamiliar right now. Try to create an environment of trust so that your mentee feels free to ask these questions.

4. Let Me Introduce You To. . .

You are a veteran of our profession, and you should introduce your mentee to other lawyers and opportunities. You should help your mentee to develop relationships with other lawyers, find appropriate opportunities to better develop lawyering skills, and become involved in bar associations and other professional networks. You may be assigned to a mentee who does not currently have employment in the legal field. You may offer to assist this mentee in his or her job search, but do not feel obligated to do so. Finding a job is not a program goal, and no mentor should find pressured to find his or her mentee a legal position.

II. The Mentoring Term: So How Long Does this Relationship Last?

Each mentoring pair will determine how to structure their relationship and how long they will work together as mentor and mentee. Generally, we ask that mentors be prepared to commit to working with their mentee for one year. Afterwards, both of you may mutually choose to maintain a relationship; but for purposes of the program, the mentoring relationship ends at a determined date.

CLE credit is available to mentors who work formally with their mentee for periods of six months or twelve months.

III. What You Will Be Doing All Year: The Mentoring Plan

a. The Curriculum

Each mentoring pair will determine whether they prefer to follow a formal, structured mentoring curriculum, create an unstructured, informal mentoring relationship, or take a hybrid structured/unstructured approach.

For those mentoring pairs seeking to utilize a mentoring plan to structure and facilitate their mentoring relationship, CAMP has created a number of model mentoring plans for review and implementation. Each model plan can be modified by the mentoring pair to meet the specific needs of the mentee.

Review the model mentoring plans. Work with the mentee to select activities that will provide training and help her or him reach desired career goals. Please feel free to design your own program by combining relevant tasks and events from the pre-designed plans or creating your own plan entirely.

The model plans consists of a list of activities from which you and your mentee can choose to create a roadmap of those things that you will discuss and do together during your relationship.

The model mentoring plans are broken up into five categories:

1. Introduction to the Legal Community and the Community at Large
2. Introduction to Personal and Professional Development
3. Introduction to Ethics
4. Introduction to Law Office Management
5. Introduction to Client Communication, Advocacy and Negotiation
6. Pro Bono Practice & Public Service

****While it is not necessary to incorporate each category into your mentoring plan, only those plans that incorporate each category will qualify for CLE credit.****

IV. Mentoring Agreement

The Mentoring Agreement is an agreement about the parameters of the mentoring relationship which you must discuss and complete for submission along with your mentoring plan.

a. Parameters on Your Relationship

The relationship created between you and your mentee is a teaching relationship.

If you are mentoring an attorney in your same office or firm, you have an in-house mentoring relationship. You must therefore acknowledge the In-house Mentoring Agreement with your mentee. If you are mentoring an attorney in a different office or firm, you have an outside mentoring relationship. In that case, you must acknowledge an Outside Mentoring Agreement.

1. In-house Mentoring Agreement

If you are mentoring in-house, your conversations with your mentee are safeguarded by the confidentiality that extends to all employees of your office or firm and a shared responsibility of liability to your clients for the actions taken on their behalf. Accordingly, you and your mentee are able to discuss privileged details about client cases and determine together courses of action on those cases. The In-house Mentoring Agreement therefore does not restrict your conversations with your mentee.

Instead, the In-house Mentoring Agreement is an acknowledgment of the objectives of the mentoring program. During your first meeting you should discuss these program objectives as well as ask your mentee about his or her individual objectives so that you are both comfortable with your goals.

2. Outside Mentoring Agreement

If you are mentoring someone outside of your office or firm, you have limits on the substance of your conversations. The Outside Mentoring Agreement places clear parameters on that which you may discuss with your mentee. Such parameters serve to protect you, your mentee, and your respective clients.

You should discuss these parameters in your first meeting with your mentee and decide together how you will handle your discussions to ensure that you abide by them. Please familiarize yourself with the following parameters.

a) Your mentee is not your client.

The mentoring relationship does not create a confidential or privileged relationship between you and your mentee. Obviously, we expect both you and your mentee to be discreet and respect each other when you confide in one another. However, there is ultimately no confidential relationship formed by mentoring.

You should discuss your expectations about being discreet during your first meeting. You should attempt to build a trusting relationship and create a safe space to share with your mentee so that he or she may share the feelings, experiences or questions that he or she is uncomfortable asking anyone else.

b) Your mentee's clients are not your clients.

Because your conversations are not privileged and it is entirely possible that your mentee's clients could have a conflict with your clients, you are prohibited from discussing privileged detailed information about your mentee's clients or their cases.

Instead, you should limit your discussions to hypothetical situations. Additionally, your mentee is expected to exercise his or her own professional judgment. Make sure that if your mentee seeks general guidance from you about a course of action in a particular case, the guidance you provide is not considered legal advice or your assumption of responsibility for whatever course of action the mentee may ultimately decide upon. If a mentee is really lost on a particular case, encourage the mentee to associate with competent counsel to provide competent representation.

c) You are not associates.

Co-counseling cases during the mentoring term is prohibited unless you have been screened and approved to participate in the CAMP Trial Attorney Mentoring Program.

b. *Other Issues to Consider*

1. Your mentee may be your children's age

You are likely to be in a different generation than your mentee. Because there are often misunderstandings when communication occurs between people of different generations, it is important to talk about each of your assumptions and values during the course of your relationship to avoid misunderstandings. Respect your mentee's perspective even if it is different from yours.

2. You may be of a different ethnicity, race, gender or nationality.

Just as generational differences can sometimes create misunderstanding in communication, so too can differences in ethnicity, race, gender or nationality. If you and your mentee are of a different ethnicity, race, gender or nationality, you should consider your cultural assumptions and values and discuss them with your mentee so as to avoid miscommunication.

The Colorado Attorney Mentoring Program does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, recruitment and matching of mentees and mentors and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, clients, volunteers, mentees, and mentors.

V. Problems in the Relationship

a. What if we don't get along as well as I hoped we would?

If you are mentoring someone who you have not met before, it is entirely possible that you will not have perfect chemistry with your mentee. Worse yet, your personalities might clash. Although the best mentoring relationship occurs when you connect with your mentee, the reality is people sometimes conflict. As a professional who must deal with a multitude of persons such as clients, associates, partners, opposing counsel, judges, and others, you know how to effectively communicate and deal with people who have conflicting personalities with yours so as to maintain a working relationship. Please make every effort to look past differences to serve as helpful mentor so that your mentee, who is also investing significant time into the mentoring relationship, benefits from the program.

b. What if the relationship ends early?

Some problems will be cause for the mentoring relationship to end. For example, if your mentee moves away, experiences significant health problems that interfere with participation, or loses all contact with you, your mentoring relationship may be ended. When such situations exist, it is the mentee's responsibility to contact CAMP so that they can be dealt with promptly. However, if you have reason to believe that your mentee will not initiate this contact, please update CAMP yourself.

If you have invested significant time in a mentoring relationship that ended prematurely, the CAMP may credit you with CLE hours for your participation. In such a case, you need to CAMP with a written and verified reporting of the hours you spent mentoring and the activities completed so that an appropriate award may be made.

VI. CLE Credit

If you complete a formal, structure program based on the mentoring plan models or a plan generated individually by you and your mentee, you will receive a maximum of Nine (9) general credits and Two (2) ethics credits in any year upon which you have successfully completed the program.

The maximum CLE credit a Mentor may earn during any three (3) year educational period is Nine (9) general credits and Two (2) ethics credits. Your CLE credit is not awarded until the end of the mentoring term after you submit your Certificate of Completion to CAMP, who will in turn submit it to the Colorado Board of Continuing Legal Education for final approval.

Failure to complete all of the requirements for the mentoring program will result in your failure to earn these hours. Please do not send submit your Certificate of Completion until the last month of your mentoring term.

VII. Surveys

You may be asked to participate in evaluations that will be emailed to you during the mentoring term. These are essential to the continued success of the CAMP Program.

VIII. Staying Connected

Nearly all communications to you from the program will be made via email. Therefore, it is very important to promptly notify CAMP if you change your email address.

IX. A Final Thought. . .

This program will only be as valuable as you and your mentee make it. Its success depends on your devotion of time to your mentoring relationship and your genuine interest in the discussions

with your mentee. So please, give it your all because only then will you and your mentee enjoy its true value.

Colorado Attorney Mentoring Program Overview – Mentees

I. Starting at the Beginning

a. *The Program Objective*

The stated purpose of the Colorado Attorney Mentoring Program (CAMP) is to promote professional pride and identity in the legal profession; to promote the pursuit of excellence in service to clients; and to promote strong relationships between the bar, courts, clients, law schools and public, through the teaching of the core values and ideals of the legal profession and the training in the best practices for meeting those ideals.

Specifically, your mentoring relationship should accomplish the following:

1. Foster the development of your practical skills;
2. Increase your knowledge of legal customs;
3. Contribute to a sense of integrity in the legal profession;
4. Promote collegial relationships among legal professionals and involvement in the organized bar;
5. Improve your legal ability and professional judgment; and
6. Encourage the use of best practices and highest ideals in the practice of law.

b. *More simply stated...*

In thinking about how you will accomplish these goals, look to the following principles to apply during your mentoring relationship.

1. Let's Not Recreate the Wheel

You have the benefit of learning from your mentor's experiences. Your mentor will share techniques and strategies that they have found to be successful, and, when appropriate, reveal mistakes that they have made so that you can learn from these experiences.

2. I Never Got the Memo

Much of the professional practice of law involves learning skills that are not found in law books and are not taught in law school. Your mentor will provide guidance about professional practices, unwritten rules, and practical application of general legal concepts.

3. No Question is A Stupid Question

Your mentor is there to answer the many questions you have. No question – no matter how insignificant or obvious it appears to be – should be off limits.

4. Let Me Introduce You To. . .

Your mentor, a veteran of the profession, should introduce you to other lawyers and opportunities. Your mentor should help you to develop relationships with other lawyers, find appropriate opportunities to better develop lawyering skills, and become involved in bar associations and other professional networks. You may be a mentee who does not currently have employment in the legal field. It is not your mentor's job to find you a job. Providing assistance in finding legal employment is not prohibited, but it is not part of the program's goals or purpose. Under no circumstances should you pressure your mentor to help you in this way.

II. The Mentoring Term: So How Long Does this Relationship Last?

Each mentoring pair will determine how to structure their relationship and how long they will work together as mentor and mentee. Generally, we ask that mentors be prepared to commit to working with their mentee for one year. Afterwards, both of you may mutually choose to maintain a relationship; but for purposes of the program, the mentoring relationship ends at a determined date.

CLE credit is available to mentees who work formally with their mentor for periods of six months or twelve months.

III. What You Will Be Doing All Year: The Mentoring Plan

a. The Curriculum

Each mentoring pair will determine whether they prefer to follow a formal, structured mentoring curriculum, create an unstructured, informal mentoring relationship, or take a hybrid structured/unstructured approach.

For those mentoring pairs seeking to utilize a mentoring plan to structure and facilitate their mentoring relationship, CAMP has created a number of model mentoring plans for review and implementation. Each model plan can be modified by the mentoring pair to meet the specific needs of the mentee.

Review the model mentoring plans. Work with your mentor to select activities that will provide training and help you reach desired career goals. Please feel free to design your own program by combining relevant tasks and events from the pre-designed plans or creating your own plan entirely.

The model plans consists of a list of activities from which you and your mentor can choose to create a roadmap of those things that you will discuss and do together during your relationship.

The model mentoring plans are broken up into five categories:

1. Introduction to the Legal Community and the Community at Large
2. Introduction to Personal and Professional Development
3. Introduction to Ethics
4. Introduction to Law Office Management
5. Introduction to Client Communication, Advocacy and Negotiation
6. Pro Bono Practice & Public Service

****While it is not necessary to incorporate each category into your mentoring plan, only those plans that incorporate each category will qualify for CLE credit.****

IV. Mentoring Agreement

The Mentoring Agreement is an agreement about the parameters of the mentoring relationship which you must discuss and complete for submission along with your mentoring plan.

a. Parameters on Your Relationship

The relationship created between you and your mentor is a teaching relationship. Your mentor is meant to teach you and provide guidance to you primarily about aspects of professionalism in the practice of law.

If you are being mentored by an attorney in your same office or firm, you have an in-house mentoring relationship. You must therefore acknowledge the In-house Mentoring Agreement with your mentor. If you are being mentored by an attorney in a different office or firm, you have an outside mentoring relationship. In that case, you must acknowledge an Outside Mentoring Agreement.

1. In-house Mentoring Agreement

If you are mentoring in-house, your conversations with your mentor are safeguarded by the confidentiality that extends to all employees of your office or firm and a shared responsibility of liability to your clients for the actions taken on their behalf. Accordingly, you and your mentor are able to discuss privileged details about client cases and determine together courses of action on those cases. The In-house Mentoring Agreement therefore does not restrict your conversations with your mentor.

Instead, the In-house Mentoring Agreement is an acknowledgment of the objectives of the mentoring program. During your first meeting you should discuss with your mentor these program objectives as well as your own individual objectives so that you are both comfortable with your goals.

2. Outside Mentoring Agreement

If you are being mentored by someone outside of your office or firm, you have limits on the substance of your conversations. The Outside Mentoring Agreement places clear parameters on that which you may discuss with your mentor. Such parameters serve to protect you, your mentor, and your respective clients.

You should discuss these parameters in your first meeting with your mentor and decide together how you will handle your discussions to ensure that you abide by them. Please familiarize yourself with the following parameters.

a) You are not your mentor's client.

The mentoring relationship does not create a confidential or privileged relationship between you and your mentor. Obviously, we expect both you and your mentor to be discreet and respect each other when you confide in one another. However, there is ultimately no confidential relationship formed by mentoring.

You should discuss your expectations about privacy during your first meeting. You should attempt to build a trusting relationship with your mentor and create a safe space to share with each other your feelings, experiences or questions you may feel uncomfortable asking anyone else.

b) Your clients are not mentor's clients.

Because your conversations are not privileged and it is entirely possible that your clients could have a conflict with your mentor's clients, you are prohibited from discussing privileged detailed information about your clients or their cases. Instead, you should limit your discussions to hypothetical situations.

Additionally, you are expected to exercise your own professional judgment on behalf of your clients. If you seek general guidance from your mentor about a course of action in your client's case, your mentor's guidance is not considered legal advice, nor is he or she taking responsibility for whatever course of action you ultimately decide upon. If you are really lost on a particular case, you have an ethical obligation to associate yourself with competent counsel to provide competent representation to your client.

c) You are not associates.

Co-counseling cases during the mentoring term is prohibited unless you have been screened and approved to participate in the CAMP Trial Attorney Mentoring Program.

b. *Other Issues to Consider*

1. Your mentor may be your parents' age.

You are likely to be in a different generation than your mentor. Because there are often misunderstandings when communication occurs between people of different generations, it is important to talk about each of your assumptions and values during the course of your relationship to avoid misunderstandings. Respect your mentor's perspective even if it is different from yours.

2. You may be of a different ethnicity, race, gender or nationality.

Just as generational differences can sometimes create misunderstanding in communication, so too can differences in ethnicity, race, gender or nationality. If you and your mentor are of a different ethnicity, race, gender or nationality, you should consider your cultural assumptions and values and discuss them with your mentee so as to avoid miscommunication.

The Colorado Attorney Mentoring Program does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, recruitment and matching of mentees and mentors and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, clients, volunteers, mentees, and mentors.

V. Problems in the Relationship

b. What if we don't get along as well as I hoped we would?

If you are being mentored by someone who you have not met before, it is entirely possible that you will not have perfect chemistry with your mentor. Worse yet, your personalities might clash. Although the best mentoring relationship occurs when you connect with your mentor, the reality is people sometimes conflict. As a professional who must deal with a multitude of persons such as clients, associates, partners, opposing counsel, judges, and others, you know how to effectively communicate and deal with people who have conflicting personalities with yours so as to maintain a working relationship.

Accordingly, if you have a problem with your mentor in this regard, you are expected to discuss the problem with your mentor and jointly agree on a resolution. If this does not resolve the issues you have, you should contact CAMP and we will attempt to mediate the problem between you and your mentor or work to find you a different mentor.

c. What if the mentoring relationship ends early?

Some problems will be cause for the mentoring relationship to end. For example, if your mentor moves away, experiences significant health problems that interfere with

participation, or loses all contact with you, your mentoring relationship may be ended. When such situations exist, it is your responsibility to contact CAMP so that they can be dealt with promptly.

If you have invested significant time in a mentoring relationship that ended prematurely, the CAMP may credit you with CLE hours for your participation. In such a case, you need to CAMP with a written and verified reporting of the hours you spent mentoring and the activities completed so that an appropriate award may be made.

VI. CLE Credit

If you complete a formal, structure program based on the mentoring plan models or a plan generated individually by you and your mentor, you will receive a maximum of Nine (9) general credits and Two (2) ethics credits in any year upon which you have successfully completed the program.

The maximum CLE credit a Mentee may earn for CAMP participation, regardless of number of times a mentee participates, is Nine (9) general credits and Two (2) ethics credits. Your CLE credit is not awarded until the end of the mentoring term after you submit your Certificate of Completion to CAMP, who will in turn submit it to the Colorado Board of Continuing Legal Education for final approval.

Failure to complete all of the requirements for the mentoring program will result in your failure to earn these hours. Please do not send submit your Certificate of Completion until the last month of your mentoring term.

VII. Surveys

You may be asked to participate in evaluations that will be emailed to you during the mentoring term. These are essential to the continued success of the CAMP Program.

VIII. Staying Connected

Nearly all communications to you from the program will be made via email. Therefore, it is very important to promptly notify CAMP if you change your email address.

IX. A Final Thought. . .

This program will only be as valuable as you make it. Its success depends on your devotion of time to your mentoring relationship and your genuine interest in the discussions with your mentor. So please, give it your all because only then will you and your mentor enjoy its true value.

Mentoring Plan

The CAMP program does not take a “one size fits all” approach to mentoring. As a result, CAMP does not have a mandatory structure participants must follow. As a result, the structure of each mentoring pair will differ from mentee to mentee. That being said, most mentoring pairs choose one of two pathways for participating in the CAMP program.

Formal/Structured Program

For those mentees whose mentoring goals and learning style would be served by having a plan for the mentoring pair to follow during the course of the relationship, a formal/structured program may be appropriate. Formal programs allow mentees to focus on specific learning objectives, maintain accountability, and provide facilitation and support in achieving mentoring goals. Formal programs also qualify for CLE credit.

To assist mentoring pairs in designing a mentoring plan, CAMP has developed model mentoring plans to meet the needs of Colorado lawyers at all stages of their professional careers. These comprehensive plans assist mentoring pairs in setting goals and developing important competencies during the mentoring relationship.

Available formal mentoring programs include:

Newly Admitted Attorneys (Lawyers in their first three years of practice)

Attorneys New to Colorado

Attorneys Changing Practice Areas

Attorneys Entering Public Service/Government Positions

Attorneys Hanging Out Their Own Shingle

Attorneys Raising or Caring for Families

Attorneys Seeking Trial Practice Skills

Women Lawyers

Model mentoring plans can be adopted in full by mentoring pairs or modified/combined/expanded by the mentoring pair to fit the specific needs of the mentee. Mentoring pairs are also empowered to work with CAMP to develop an individualized mentoring plan unique and relevant to the mentoring pair. Each individualized Mentoring Plan should incorporate the activities and experiences most applicable to the particular practice setting, individual needs, interests, and personal goals of the Mentee.

Model mentoring plans include core concepts, lawyering skills, activities and experiences which should be used as learning activities for the Mentee and Mentor and as topics for discussion between them. The activities and experiences are an introduction to the topics with which lawyers need to be familiar for the successful and professional practice of law. This program has been developed to encompass the needs of the new attorney or an experienced lawyer that is in need of specific mentoring curriculum.

In addition to the discussion topics selected in the Mentoring Plan, Mentees are encouraged to discuss with their Mentors other career issues that arise in their early practice experience.

To qualify for CLE credit a mentoring plan must cover certain subject areas including:

- Initial Planning Meeting
- Personal and Professional Development
- The Colorado Bar and Legal Community
- History and Importance of the Legal Profession
- Colorado Rules of Professional Conduct, Professionalism, and Civility
- Practical Practice Area Experience
- Law Office Management and In-Office Procedures
- Working With Clients
- Pro Bono & Civic Involvement

Informal/Unstructured Program

Sometimes mentees do not have specific goals or objectives that would be served by a structured mentoring program. In these cases, a mentee may simply need a mentor to serve as a connector, door opener, or “as needed” resource. In this case, CAMP takes responsibility for matching the mentoring pair and the pair takes sole responsibility for developing and sustaining their mentoring relationship. Informal mentoring relationships do not qualify for CLE credit.



Mentoring Agreement

In-House Mentoring Agreement



Colorado Attorney Mentoring Program (CAMP)

Mentoring Agreement

(For Mentoring Relationships between Lawyers in the Same Office)

We agree to participate in the Colorado Attorney Mentoring Program (the “Program”) in accordance with its rules and regulations as may be amended from time to time. We understand that this Program is part of the state-wide Colorado Attorney Mentoring Program, established by Rule 255 C.R.C.P. We understand that the Program is intended to complement traditional classroom instruction with a one-on-one mentoring relationship which primarily involves teaching core values and ideals of the legal profession and the best practices for meeting those ideals.

We acknowledge the specific objectives of the Program:

- Promote excellence in the practice of law.
- Promote professionalism and collegiality among members of the bar through exercise of ethical and civil behavior.
- Inclusion and involvement of attorneys in the Colorado legal community, including teaching the value of networking and developing mentor relationships.
- Promote high standards for client representation through early instruction regarding competency and the exercise of sound and reasoned judgment.
- Promote high standards for client representation through early instruction about best practices, including law office management and legal customs learned from practical experience.
- Promote public service as an indispensable component of professionalism, and instill pride in the profession and the role lawyers have played and continue to play in shaping and preserving our nation’s values.

The mentee agrees to waive all claims against, and to hold harmless, the Mentor; the Supreme Court of Colorado, its employees and agents; the Colorado Bar Association, its employees and agents; and the Participating Organization, its employees and agents, for any actions or inactions associated with the Program or with the mentee’s participation in same.

We understand that there have been no known claims or grievances arising out of other states’ mentor programs or any mentor programs in Colorado. Nevertheless, we understand that it is very important that the rules of the Colorado Mentoring Program be followed in that specific client confidences shall not be disclosed in the case of mentors and mentees who do not share clients.

We pledge to devote the time and effort needed to complete the activities selected in our Mentoring Plan.

We hereby certify that I have read the above Mentoring Agreement and agree to its terms.

Signature of Mentee Date

Signature of Mentor Date

Print/Type Name

Print/Type Name

Attorney Registration Number

Attorney Registration Number

Return this form to your Facilitator: _____

Outside Mentoring Agreement



Colorado Attorney Mentoring Program

Mentoring Agreement

(For Mentoring Relationships between Lawyers Not in the Same Office or Firm)

We agree to participate in the Colorado Attorney Mentoring Program (the “Program”) in accordance with its rules and regulations as may be amended from time to time. We understand that this Program is part of the state-wide Colorado Attorney Mentoring Program, established by Rule 255 C.R.C.P. We understand that the Program is intended to complement traditional classroom instruction with a one-on-one mentoring relationship which primarily involves teaching core values and ideals of the legal profession and the best practices for meeting those ideals.

We acknowledge the specific objectives of the Program:

- Promote excellence in the practice of law.
- Promote professionalism and collegiality among members of the bar through exercise of ethical and civil behavior.
- Inclusion and involvement of attorneys in the Colorado legal community, including teaching the value of networking and developing mentor relationships.
- Promote high standards for client representation through early instruction regarding competency and the exercise of sound and reasoned judgment.
- Promote high standards for client representation through early instruction about best practices, including law office management and legal customs learned from practical experience.
- Promote public service as an indispensable component of professionalism, and instill pride in the profession and the role lawyers have played and continue to play in shaping and preserving our nation’s values.

We acknowledge and will abide by the following Program rules:

- Any communication between the mentor and the mentee arising out of our participation in the Program is for the sole purpose of guiding and teaching the mentee about the practice of law and the issues that the Mentee is likely to face in the practice of law.
- Any communication between the mentor and mentee is not intended to be the rendering of legal or professional advice to the Mentee or his or her clients, and the mentee will not rely upon such communications or cause any client to rely upon them. The mentee will rely solely upon his/her own judgment, legal opinions, or independent research.

- No confidential relationship is formed between the mentor and the Mentee as a result of participation in the Program. Consistent with C.R.P.C. 1.6, the Mentee will not identify any client to the mentor or reveal to the mentor any client confidence, nor will the Mentee seek professional or legal advice from the mentor about specific legal matters or clients such that protected communications are revealed. Subject to the limits of the previous paragraph and pursuant to C.R.P.C. 1.6 (b)(5), a lawyer may reveal information relating to the representation of a client to the extent the lawyer reasonably believes necessary to secure legal advice about the lawyer's compliance with the Rules of Professional Conduct, other law, or a court order. Discussions, if any, about substantive legal matters between the Mentee and mentor will be limited to hypothetical situations.
- The mentor is not assuming any liability or responsibility with respect to any legal matter of the Mentee's clients, nor will the mentor render professional services to or take any responsibility for any aspect of representation of the Mentee's clients.
- With the exception of any pro bono case that the mentor and Mentee accept, the mentor will not co-counsel any matter with the Mentee, nor will the mentor make referrals to or accept referrals from the Mentee during the term of their mentoring relationship through the Program.
- The Mentee agrees to waive all claims against, and to hold harmless, the Mentor; the Supreme Court of Colorado, its employees and agents; the Colorado Bar Association, its employees and agents, and the Participating Organization, its employees and agents, for any actions or inactions associated with the Program or with the Mentee's participation in same.

We understand that there have been no known claims or grievances arising out of other states' mentor programs or any mentor programs in Colorado. Nevertheless, we understand that it is very important that the rules of the Colorado Attorney Mentoring Program be followed in that specific client confidences shall not be disclosed in the case of mentors and mentees who do not share clients.

We pledge to devote the time and effort needed to complete the activities selected in our Mentoring Plan.

We hereby certify that we have read the above Mentoring Agreement and agree to its terms.

Signature of Mentee Date

Signature of Mentor Date

Print/Type Name

Print/Type Name

Attorney Registration Number

Attorney Registration Number

Return this form to r.peyton@csc.state.co.us

Certificate of Completion



Certificate and Affidavit of Completion of Mentoring Program

We, _____, Mentor, and _____, Mentee, completed the *Mentoring Plan Curriculum* on or before _____ (date), within 12 months of the start of the program. We have met the requirements set forth in our Mentoring Plan, as coordinated by The Colorado Attorney Mentoring Program, and the attached curriculum outlines of the activities that we have completed to be awarded ____ General CLE Credits, including ____ Ethics CLE Credits. During our meetings, we focused on the skills for professional and ethical practice of law in furtherance of the objectives of the Colorado Attorney Mentoring Program (CAMP.)

I hereby attest that the above information is true and accurate to the best of my knowledge.

Signature of Mentee Date

Signature of Mentor Date

Print/Type Name

Print/Type Name

Attorney Registration Number

Attorney Registration Number

NOTE: Each participant must submit this form to the Director of the Colorado Attorney Mentoring Program on or before the end of the 12-month Program. Upon receipt and verification the Director will approve and submit the certificate to the Board of Legal and Judicial Education for recording of the credits. The Director will notify the participants that their certification has been accepted and submitted to the CLE Board. No additional forms or affidavits need be submitted to either CAMP or CLE.

Ethical Issues in Lawyer-to-Lawyer Consultation

AMERICAN BAR ASSOCIATION STANDING COMMITTEE ON ETHICS AND PROFESSIONAL RESPONSIBILITY

Formal Opinion 98-411
1998

August 30,

Ethical Issues in Lawyer-to-Lawyer Consultation

When one lawyer consults about a client matter with another lawyer who is not associated with him in the matter, both the consulting lawyer and the consulted lawyer must take care to fulfill their ethical obligations to their respective clients. Hypothetical or anonymous consultations thus are favored where possible. The consulting lawyer is impliedly authorized to disclose certain information relating to the representation without client consent, but may not disclose information that is protected by the attorney-client privilege or that would otherwise prejudice the client. No client-lawyer relationship between the consulting lawyer's client and the consulted lawyer arises as a result of the consultation, but the consulted lawyer may be obligated to protect the confidentiality of the information disclosed to the extent that she expressly or implicitly agrees to do so or to the extent that such obligation is imposed by law. In that event, the consulted lawyer and her firm may be limited in their ability to undertake or continue representation of their own clients if the representation will be materially limited by her duty to protect the consulting lawyer's client information.

This opinion discusses the ethical issues raised when one lawyer consults about a client matter with another lawyer who is neither a member of the consulting lawyer's firm nor otherwise associated on the matter, and where there

1. We believe the ethical issues are the same whether the consultation involves the substantive legal or procedural aspects of a client's matter or the consulting lawyer's ethical duties in furtherance of the client's matter. On the other hand, this opinion does not necessarily apply to or discuss all of the ethical issues concerning a consultation in which the consulting lawyer seeks representation for his own benefit regarding a

This opinion is based on the Model Rules of Professional Conduct and, to the extent indicated, the predecessor Model Code of Professional Responsibility of the American Bar Association. The laws, court rules, regulations, codes of professional responsibility and opinions promulgated in the individual jurisdictions are controlling.

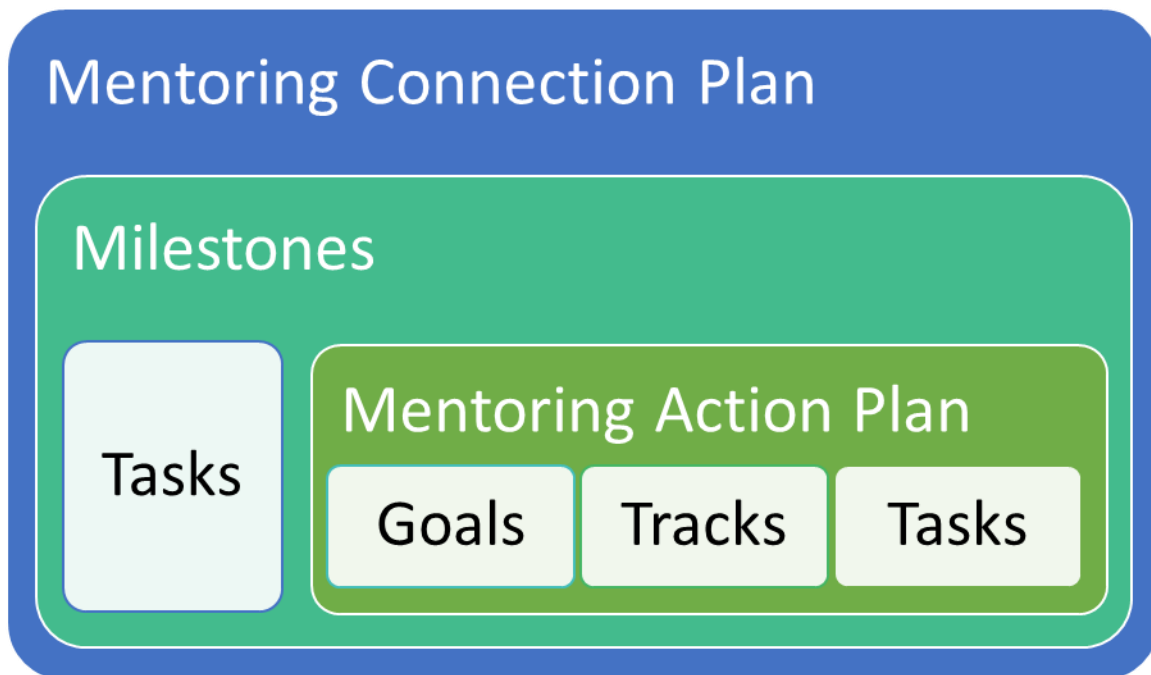
AMERICAN BAR ASSOCIATION STANDING COMMITTEE ON ETHICS AND PROFESSIONAL RESPONSIBILITY, 541 North Fairbanks Court, 14th Floor, Chicago, Illinois 60611-3314 Telephone (312)988-5300 CHAIR: Deborah A. Coleman, Cleveland, OH □ Loretta C. Argrett, Washington, DC □ Albert C. Harvey, Memphis, TN □ Daniel W. Hildebrand, Madison, WI □ Donald B. Hilliker, Chicago, IL □ William H. Jeffress, Jr., Washington, DC □ Bruce Alan Mann, San Francisco, CA □ M. Peter Moser, Baltimore, MD □ Sylvia E. Stevens, Lake Oswego, OR □ CENTER FOR PROFESSIONAL RESPONSIBILITY: George A. Kuhlman, Ethics Counsel; Eileen B. Libby, Associate Ethics Counsel

© 1998 by the American Bar Association. All rights reserved.

CAMP Mentoring Software

The Colorado Attorney Mentoring Program is one of the only attorney mentoring programs in the nation to utilize an innovative software platform to assist mentoring pairs in structuring and facilitating their mentoring relationships. The use of the CAMP's mentoring software is completely optional. However, for mentoring pairs seeking an intuitive, paperless way to work through a mentoring plan, schedule meetings, goal plan, and communicate with one another, the software platform may be a very useful tool.

Each mentoring pair will have access to a Mentoring Connection Plan. Your mentoring connection plan is made up of various components some of which have been designed for you and others which you will design for yourself. Each Mentoring Connection Plan is comprised of milestones, tasks, and goals which the mentoring pair will work to complete during their time in the program.



1. **Mentoring Connection Plan:** The Mentoring Connection Plan is to all-encompassing program which outlines how you and your mentor will interact with each other from beginning to end of the mentoring experience.
2. **Milestones:** Your Mentoring Connection Plan is comprised of three relationship "Milestones" which are: (1) Getting Started & Setting Goals, (2) Working Toward Goals, and (3) Wrapping Up the Relationship. Milestones tell you how the relationship should progress by grouping activities into key phases. These milestones signify the beginning, middle, and end of your mentoring relationship.

3. **Tasks:** Each milestone includes tasks which create a basic framework for the relationship and should be completed on or before the recommended due date. Tasks are designed to be bite-sized and quick, but they add up to real results. The completion of each goal will be driven by the tasks related to the goal.
4. **Goals:** The mentoring plan selected or created by the pair will help to determine the goals for the mentoring relationship. Narrow your interests to a few priorities that are achievable within the duration of the partnership. You may have 1-5 goals, but keep them realistic. The goals will be added to your “Mentoring Action Plan” along with the associated tasks from your mentoring plan to help you achieve these goals. The guided mentoring track you choose will help the mentoring pair to determine the goals of the mentoring relationship. To create the most effective mentoring relationship, goals should be SMART: Specific, Measurable, Attainable, Relevant and Timely. Most mentoring pairs in the 12-month program will have 3-5 goals. Most mentoring pairs in the 6-month program will have 1-3 goals. The goals you choose will be added to your “Mentoring Action Plan” and provide the basis for your discussions and activities together as a mentoring pair.

CAMP hosts mentoring software training monthly for any mentors or mentees who wish to learn more about the software and its benefits. We will walk you through the Mentoring Connection Plan, show you how to set goals, create tasks, and develop a virtual mentoring plan. Please visit our events page at <http://coloradomentoring.org/calendar/> for more information on an upcoming software training.



Millennials at Work

This article is an excerpt from *Millennials @Work* by Claire Raines and Arleen Arnsperger.

March 2010

[Who They Are](#) | [Shaped by Their Times](#) | [Popular Technologies](#) | [Entertainment They'll Remember](#) | [Events that Shaped Their Lives](#)
[Messages that Influenced Them](#) | [It's All About Engaging Them](#) | [Rules of Engagement](#) | [Put the Titanium Rule to Work](#)
[The Work Environment in Most Organizations](#) | [The Work Environment that Engages Millennials](#) | [Millennial Strengths](#)
[Challenges for Managers](#) | [Millennial Motivators](#) | [Managers They Love to Work For](#) | [Managers Who Drive Them Crazy](#)
[Communication Styles They Respond To](#) | [Rewards](#) | [We See the World Differently](#)
[What We Have in Common](#) | [Nine Keys to Engaging Millennials](#)

Award-winning producer Tarek Chacra's new DVD series, [Generations and Work](#), includes two excellent programs about Millennials—Working with Millennials and Succeeding with Younger Workers.

Who They Are

Born between 1980 and 2000, Millennials comprise nearly a quarter of the world population. They're the first generation to grow up surrounded by digital media. Two thirds of them used computers before the age of five. They are connected 24/7 to friends, parents, information and entertainment. Accustomed to being the center of attention, they have high expectations and clear goals. They are willing to work hard, and expect to have the support they need to achieve. They have older parents and were brought up in smaller families. One in four has at least one college-educated parent. Citizens of the world, they are the most racially and ethnically diverse generation in history.

Also Known As

Generation Y
Generation Next
The Nintendo Generation
The Net Generation
The Digital Generation
Generation O

Millennials are making their mark rapidly and in profound ways. Their use of technology are largely seen as the driving force behind the recent revolution in American political campaigning. Creating new websites and using existing ones like *YouTube*, *MySpace*, and *Facebook*, they have raised money, furthered issues and supported get-out-the-vote efforts.

They are redefining civic engagement. Youth voter registration continues to increase, and youth-driven activist organizations build grassroots movements for various social and political causes. In the 2008 U.S. presidential election, young people turned out to vote in unprecedented numbers. Millennials are recognized as playing a major role in electing the nation's first black president.

Shaped by Their Times

Like all of us, Millennials were shaped by their times. Their early experiences created the filters through which they see the world. Those filters directly impact how they will navigate the world of work. Several key trends of the 1990s and 2000s have had and will continue to have a profound effect on their generational personality.

1. **Focus on Children and Family**

Over the years, the level of collective attention given kids and families has swung like a pendulum. In the decades right before and after the turn of the Millennium, kids and their families took center stage.

2. **Scheduled, Structured Lives**

Millennials have been the busiest generation of children we've ever seen. Parents and teachers micromanaged their lives, leaving them with little free time. When older Millennials were in high school, they carried Daytimers. Today they listen for alerts on their cellphones, signaling their upcoming appointments.

3. **Multiculturalism**

Kids growing up in the past two decades have had more daily interaction with other ethnicities and cultures than ever before. Data from UCLA's Higher Education Research Institute shows that interracial interaction among college freshmen has reached a record high and continues to increase.

4. **Terrorism & War**

During their formative years, Millennials witnessed the Oklahoma City bombing, school shootings at Columbine High School and Virginia Tech, the terrorist attacks on the World Trade Center, the war in Iraq.

5. **Heroism**

Emerging out of those acts of violence, Millennials watched the reintroduction of the hero figure. Pictures and stories about police officers, firefighters and soldiers were everywhere. More recently, the successful landing of an airplane on the Hudson River offered the opportunity to laud a hero once again as pilot and crew were catapulted into an unprecedented round of speeches, talk shows, and award presentations.

6. **Parent Advocacy**

Millennials were raised by active, involved parents who often stepped in to speak up on their children's behalf. "Helicopter parents" became a familiar phrase in schools, on soccer fields, and on college campuses. In a recent Wimbledon semifinal match, parents of Spain's Rafael Nadal, a Millennial, passed an extra pair of shoes down from the stands to their son on center court.

7. **Globalism**

Through blogs, MySpace, IMs and other technologies, Millennials share their lives with friends throughout the world. They see their world as global, connected, and open for business 24/7.

8. **Worldwide Economic Crisis**

As Millennials begin their careers, they confront a global economic crisis that will likely have a significant impact on their ability to find jobs. Massive layoffs in all sectors of the economy may dampen optimism. Millennials are becoming less picky about the jobs they'll accept and lowering their expectations for finding the perfect job.

Popular Technologies

The Internet, BlackBerries, iPods, video games, *FaceBook* and other social networking sites, cellphones with text messaging.

Entertainment They'll Remember

Reality shows, YouTube, the thousands of songs uploaded to their iPods

Events that Shaped Their Lives

1999, 2007	Columbine High School and Virginia Tech shootings
Late 1990s & beyond	<i>Google, YouTube, Wikipedia, Facebook</i> and online social networking
2001	World Trade Center attacks
2003	War begins in Iraq
2004, 2005	Tsunami strikes Southeast Asia; Hurricane Katrina hits New Orleans
2008	Young voters' political activism and online social networking has significant impact on election of first African American U.S. President
2008	Corporate greed, exposure of Ponzi schemes, and industry bailouts herald a worldwide economic crisis Messages that Influenced Them

Messages that Influenced Them

Connect 24/7.

Achieve now!

Serve your community.

Expect everyone to be treated fairly.

IM me.

It's All About Engaging Them

You've heard the term. We talk about engaging the public in the political process, engaging the community in conversations about critical issues, engaging students in their learning, engaging employees in their work.

Engagement is far more than simply communicating effectively. **Engaged employees are those who are fully involved in their work. They are committed to their own growth and the growth of their company. Engagement requires that employees have choices so that they act in ways that further their organization's interests.** Engaged employees work smarter. They're willing to put in extra time to get the job done. They recommend the organization's services and products to family and friends.

- Robbie, 25, wants to feel like he's part of a team. "Bring us into things. Make us feel like we are part of something," he says.
- Paul, 23, wants to see the direct impact of his work. "I want a job that affects the company, not just a job where I'm pushing paper."
- Maria, 26, wants to work in a "friendly environment that fosters community and brings people together."

Research on what leads to greater educational success tells us that students must be actively involved in their classes, not just passive recipients of knowledge imparted by their teachers; they must be academically challenged and motivated enough by what they are learning and how we are teaching to put forth their best

effort; they must have a lot of interaction with their teachers; and they must have the support they need to succeed, from both inside and outside the classroom.

In educational settings, woven into the components of engagement is the thread of “connections.” Those who are engaged in their learning constantly receive opportunities to make connections—with their peers, with their course content, with services that will support their learning, with faculty and staff who work in their educational institutions.

In the workplace, collaboration, personal involvement, and trust are critical to creating engagement. In order for employees to be engaged, they must share a sense of belonging and of being part of something important. They need to trust that management is focused on the best interests of the organization and those who work there.

Rules of Engagement

Consider the following rules of engagement for your Millennial workers and how to put them into practice. Your youngest employees will be more productive, effective, and stay with you longer if they:

- 1. See themselves as connected to, and part of, the organization.
- 2. Are given opportunities to problem-solve with their colleagues.
- 3. Connect their individual contributions with their own and the company’s goals.
- 4. Feel valued, respected, and rewarded for their contributions.
- 5. Develop social and professional relationships within the organization.

The Titanium Rule: Do unto others, keeping their preferences in mind.

Put the Titanium Rule to Work

To bring out the best in each of our employees, we must adapt to the styles and preferences of a multi-generational workforce. When we look through a generational filter to consider our actions with employees, we are putting the Titanium Rule into practice.

The Work Environment in Most Organizations bureaucracy straight lines one size fits all tenured leaders yearly reviews security, privacy	The Work Environment that Engages Millennials ease and speed web-like can be customized competent, trustworthy leaders weekly, even daily, feedback open flow of information
---	---

Millennial Strengths

- Optimistic
- Able to multi-task
- Technologically savvy
- Goal- and achievement-oriented
- Able to work effectively in teams and independently
- Comfortable with diversity
- Civic-minded
- Innovative
- Collaborative
- Resourceful

Challenges for Managers

- Need supervision and structure.
- Are inexperienced, particularly in handling challenging “people issues.”
- View changing jobs as a natural process.
- Want a sense of play and fun in the work atmosphere.
- Need help strengthening their communication skills because they are not as accustomed to communicating face to face as older generations.

Millennial Motivators

- Managers who connect their actions to their personal and career goals
- The promise of working with other bright, creative people
- Opportunities to learn new things
- An approachable boss who is a mentor
- Having adequate time and flexibility to live the life they want
- Making a difference

Managers They Love to Work For

- Teach them new things and are interested in learning new things themselves.
- Are responsive and “present.”
- Coach and support them.
- Are collaborative.
- Provide clear direction and a reasonable structure.
- Hold employees accountable.
- Are organized.
- Are flexible.
- Encourage them.
- Trust them to get the work done.
- Instill a sense of play and fun.

Managers Who Drive Them Crazy

- Micromanage.
- Quash their spirit.
- Discount their ideas.
- Are condescending.
- Are inconsistent and disorganized.
- Don’t recognize the skills they bring to the workplace.
- Are cynical.

Communication Styles They Respond To

- Text messages
- In person meetings
- Instant messages
- Social networking sites
- Emails
- Blogs

Rewards

- Opportunities that strengthen their resume

- Titles and recognition for good work
- Flexible schedules

We See the World Differently

To better understand how to work with Millennial colleagues, it's helpful to compare Millennials' way of being in the world with that of older generations. Recognizing those differences can help us reach out across what sometimes seems to be an impenetrable barrier! It's easy to see that those who have always been connected through technology to the rest of the world would see the world differently from those who witnessed the dawn of the space age. Though sometimes subtle, our different perspectives can cause conflict, frustration, and misunderstanding in the workplace.

	Millennial Generation	Generation X	Baby Boom Generation	WWII Generation
Outlook	Hopeful	Skeptical	Optimistic	Practical
Work Ethic	Ambitious	Balanced	Driven	Dedicated
View of Authority	Relaxed, Polite	Unimpressed	Love/Hate	Respectful
Leadership By	Achievement, Pulling together	Competence	Consensus	Hierarchy
Relationships	Loyal, inclusive	Reluctant to Commit	Personal Gratification	Self-sacrifice
Perspective	Civic-minded	Self-reliant	Team-oriented	Civic-minded

© Copyright, Claire Raines, 2000

What We Have in Common

In a multi-generational organization, our differences come to light when there is tension within the ranks. However, there are actually more similarities than differences among the generations at work. In the Randstad 2008 World of Work survey, employees across the generations identified the attributes they value. Regardless of their generation, employees said they want to work for a company whose leaders:

- Respect employees and recognize the value each brings to the organization.
- Care about their employees as much as their customers.
- Value employees' honest input on business issues.
- Encourage employees to be innovative thinkers.
- Encourage employees to continually develop their skills.
- Encourage a collaborative work environment.
- Focus more on employees' strengths than on weaknesses.
- Foster good relationships between supervisors and employees.

Nine Keys to Engaging Millennials

Over the past year, we've been listening to Millennials—in an extensive set of interviews, in focus groups, in company offices, and in college classrooms. When we've asked what they want from their supervisors, colleagues, and managers, they have responded with a consistency that has surprised us.

Here are their nine most frequent requests:

- Help us learn.
- Believe in us.
- Tune in to our technology.
- Connect us.
- Let us make it our own.
- Tell us how we're doing.
- Be approachable.
- Plug in to our parents.
- Be someone we can believe in.

It's not an unreasonable list, yet it's a set of expectations that Millennials tell us are rarely met. Every day, Millennials walk through the doors of workplaces that have cultures based on the styles and preferences of Baby Boomers and their World War II Generation parents. Managers from older generations, even Gen Xers, assume that what attracted them to the job and motivated them to stay and succeed will attract and motivate today's young workers. But, as we've described, Millennials have their own unique characteristics—and a distinctly different work style.

The way work gets done in most organizations is counter to the natural instincts of Millennials. Work cultures remain hierarchical; Millennials thrive when work is carried out in more collaborative ways. Most managers practice line-of-sight supervision—"If I can't see you, you must not be working." Millennials perform better in a more flexible environment where the result and impact of their work are given more weight than the time they spend tied to their desks. The role work plays in people's lives has shifted. The way we get things done is changing.

The workplace practices Millennials prefer and ask for will be the hallmarks of the future workplace:

1. **Help them learn.**

For Millennials just entering the workforce, the purpose of a job is to learn, gain experience, and position themselves for the next step.

In her first job after graduating from college, 21-year-old Lauren explains, "I really wanted a job where I felt like people saw a lot of potential in me, as well as a company where I was going to learn and I wasn't going to feel like I knew everything already. I wanted a job where I had no idea what I was doing so I could learn a new skill set that builds on what I originally had."

Lauren will thrive in her new job if someone educates her about the organization: how to get things done, where to get information, and who to go to with ideas. A good manager will help Lauren uncover her personal goals and help her figure out how to reach them.

Talking about learning in her first job, Dana, 23, says, “That was something I was really looking for. Something that I struggled with was the training because it’s all self led. I was really frustrated. I was like, seriously, no one’s going to sit down and tell me how to do this? I had a ‘learning to learn’ curve there.”

2. **Believe in them.**

Millennials have been told they’re special, with unlimited potential. They’ve set goals—and, in many cases, met them—all their lives. They want to prove their worth. They’re willing to work hard, as long as they sense that someone believes in them and that their hard work will pay off. But here’s the catch: their style of working hard might not look familiar to older managers.

A manager’s belief in a young employee can make all the difference. Time and again, research has demonstrated that our assumptions shape the outcome. In a well known experiment in a public elementary school. Robert Rosenthal and Lenore Jacobson gave teachers the names of students who, they said, could be expected to perform extraordinarily well during the school year. In fact, the names had been chosen at random. Sure enough, those students they identified as “academic spurters” showed an average twelve-point increase on their IQ scores at the end of the school year.

3. **Tune in to their technology.**

In his new book, *Grown Up Digital*, Don Tapscott advises, “Don’t ban *Facebook* and other social networks. Figure out how to harness them.”

Nothing distinguishes the Millennial generation more than their lifelong immersion in digital technology. They are innovators who want the latest tech devices and want to work for companies where they can be creative with the help of podcasts, blogs, social networking sites, and online applications.

Just when you may have been feeling proficient (finally) at email, we’re sorry to report that email usage is declining among Millennials. For today, at least, the best way to connect with Millennial colleagues, particularly when they’re away from work, is through text messaging.

Savvy managers communicate with their Millennial employees in their preferred style. In a recent interview, Dana told us how her manager adapted to his younger employees: “He said, ‘Yeah, you guys started texting me, so I had to learn how to text.’ We didn’t even realize that was something he didn’t normally do. He just went on and texted us back. He realized that was going to be the best way to communicate with us on certain matters. So be adaptable, willing to catch up with the times when you need to.”

One caution about Millennials and their grasp of technology: some Millennials are faster with their thumbs than on a keyboard! Yet some older managers assume that Millennial workers are proficient in Microsoft Word and can put together PowerPoint presentations. “Just because I’m 21 years old,” says Lauren “that doesn’t mean I’m brilliant with computers. While I can navigate a computer, I can’t necessarily fix a problem if Windows crashes!” It turns out that, for many Millennials, there’s a big gap between the technologies they use and the computer skills we expect them to have. Many of our younger workers need help learning the computer skills they need to be effective in the workplace. We found this to be an issue in college settings as well, where students are often stymied by course management software programs and online learning technologies.

4. **Connect them.**

Given the opportunity, young workers like Janessa, a 22-year-old director of a national non-profit organization, will create a social network with colleagues. “People might think my life is five percent social and ninety-five percent work,” she says. “But the two are hard to separate. I like it like that!”

Millennials worked on teams all the way through school. Many are skilled team members who know how to identify team roles, plan responsibilities and timetables, and even to negotiate with poor performers. “I’m used to there being team leadership, committees, group decisions,” adds 23-year-old Hilary, who just started in an entry-level job at a Fortune 500 company. “The more people my age enter the work force, the more we’re going to bring that collaborative thought process to what we do.”

Create networking opportunities for them. They want to get to know each other. They want to get to know senior leaders. For the Millennial generation, it’s all about the circle of connections. Business is conducted through social networking, both online and in person. They influence each other’s thinking through blogs, tweeting, multiuser video games, and sharing files.

5. **Let them make it their own.**

Hilary complains that her coworkers mock her for sitting on an exercise ball instead of a chair and for decorating her cubicle. Millennials expect to be seen and treated as individuals. They are used to flexibility. They like to co-create. They modify products—from their *Facebook* pages to their screensavers to the ringtone on their cellphone—to reflect who they are.

“They want freedom in everything they do,” says Don Tapscott, “from freedom of choice to freedom of expression.” Millennials take it for granted that they’ll be able to make choices on the job. They know how to cull through for what they want. They want to choose how to fit their job into their lives. They are comfortable with complexity and problem solving.

Let them find their own way and create their own solutions. Let them personalize—the project, their workspace. Explain what needs to be done, give them a deadline, and let them *pick their own process* for doing the work.

Just as we have to change our thinking in education that more “seat time” equals more learning, we need to let go of the notion that everyone needs to work in the same way to achieve good results. If your Millennial employee is sometimes more productive working from home, so be it. If she can crank out tons of work in an hour, then needs to take a Starbucks break to regenerate her brain cells, why not? As long as individual work styles don’t get in the way of others’ productivity, give people the freedom to do their best work in the ways they work best.

6. **Tell them how they’re doing.**

All their lives, Millennials have gotten almost constant praise, attention, and feedback from parents, coaches, and other adults. On the job, they need frequent, specific feedback. For Millennials, a lack of feedback translates, “You’re doing something wrong.” “We don’t want time to go by when we are messing up and no one is telling us,” says Elizabeth, who prefers “ongoing feedback” as opposed to a “touch base meeting.”

Yet the Millennials we interviewed were quick to admit that they tend to take criticism personally. “I am the kind of person,” says Lauren, “who will assume that whatever mistake I made is ten times bigger than it

might really be.” Millennials are quickly finding it to their detriment that they’ve been raised without a tolerance for hurt feelings.

This puts extra pressure on you, our reader. If you want to tap into the power of Millennials at work, you have to become a masterful coach. “A good manager should know how to tell you you did something wrong without making you feel bad,” says Lauren.

One Millennial who runs a nonprofit organization staffed by his generational peers says, “I can’t even use the word ‘deficient’ in my office. Nobody likes it. But if I tell them, ‘You’re really great. You’re really strong in English,’ then they are a little more willing to hear, ‘Your math kind of stinks, though.’”

Patrick, 22, doesn’t respond well when he feels the only interaction he receives is criticism. “Sometimes the only thing you hear through the course of the day, other than some quick hellos and some perfunctory small talk, is when you get some little criticism from a boss. It wouldn’t be as bad if it were balanced out by more conversation or positives throughout the day. But when that’s all I hear, that makes me cranky.”

“Give me something I can work with,” says Kara, 25. “Give me something I can actually walk away with and know, ‘This is how I’m going to do this better or differently.’”

Patrick sums it up. “I think that recognizing failure and mistakes is important to building self esteem. Withholding that information isn’t building self esteem. I don’t think that people in older generations should continually boost our self esteem, because honestly, I would like to know if I’m not doing very well at something. I don’t want someone to not tell me or skirt around the issue because it might hurt my feelings. But they also have to recognize that we grew up with that.”

7. Be approachable.

Millennials tell us they become uncomfortable if they see a dividing line between managers and employees. In order for Millennials to feel more comfortable on the job, Hilary says “opening the lines of communication” is essential. Robbie suggests to managers, “Leave yourself open if issues arise.” He says he likes the way his current manager has communicated “that ‘if something happens, you can come to me, let me know.’ Have an open door,” he says “so they don’t feel that something bad happened and they can’t go to a manager with it. Everyone should be able to bring it forward and not feel intimidated or bad about bringing it to a manager. Create an environment where it’s not so much fear, but you’re teammates, you’re working together.”

Dana says she likes to talk with her managers “in a relaxed way.”

8. Plug in to parents.

Millennials were raised by active, involved parents who often interceded on their behalf. Parents challenged poor grades and negotiated with the soccer coach. The Higher Education Research Institute reports that increasingly more college students consult with their parents about which school to attend. Parents even go along to Army recruiting centers.

At work, eight in ten Millennials talk to their parents every day according to a 2006 survey conducted by the Pew Research Center for the People and the Press.

We can complain about parents. We can try to change their role in the lives of their teen and twentysomething children. Or we can find the positive side of this strong bond between parents and their Millennial children and tap into the power of this other set of mentors and coaches. We might even offer to give them a tour of the office!

9. **Be someone to believe in.**

Millennials learned to smell a fishy email offer before they were ten. They've been sold to more than any generation, and they're savvy consumers. They know how to sniff out false promises and misinformation, and when they feel they've been burned, they can broadcast their displeasure with one click of the button.

They'll check out a company carefully before going to work there in search of integrity, openness, community service, greenness. Promote your organization's values and reputation. Millennials want to be proud of the organization they work for, what it does, how it makes a difference.

Be squeaky clean yourself—ethical, open, able to withstand scrutiny. If you offered something in an interview, follow through on it. If you promise to do something, do it as soon as you can.

Your younger colleagues are looking to you as a role model, coach, and mentor. There's a great opportunity for you here. Years from now, you just may be the person some Millennial tracks down to say, "Thank you for what you did, the faith you placed in me, the difference you made."

How to Mentor Another Lawyer

By Lori L. Keating

Lawyers universally agree that serving as a mentor is an honorable thing to do. However, not all lawyers know how to be a good mentor. To be an effective mentor, follow these steps:

Share expectations. Start by looking at yourself critically and thinking about the strengths you have that you hope to teach—whether it is your ability to network, write, communicate effectively with clients, or balance the demands of career and personal life. Share your perceived abilities with your protégé, and ask what he or she hopes to gain from the mentoring experience. Discuss how often you would like to meet and how you will communicate between meetings. Expectations are much more likely to be achieved if they are shared.

Don't undermine the process. Do you multi-task? Listen for facts instead of underlying feelings? Prepare your response to statements while listening to others? Instantaneously problem-solve? These habits, which may benefit your legal practice, undermine the mentoring experience. Good mentors practice active listening. When your protégé comes to you with a problem, remain in the present moment and resist the temptation to immediately offer a solution. Restate what your protégé says and ask clarifying questions to demonstrate that you are giving the conversation due attention. Encourage your protégé's train of thought when appropriate, rather than agreeing or disagreeing outright. Be sure to acknowledge your protégé's feelings as needed. Feel free to share struggles and successes from your own career to highlight similarities in experiences, but, at the same time, honor differences between your protégé and yourself. Protégés are fellow professionals, not clients. Offer assistance to your protégé as he or she works through obstacles, rather than solve these problems yourself.

Bring food (or sports or art) to the conversation. Sometimes the most meaningful mentoring takes place outside the office. Sharing breakfast, lunch, dinner, or even a coffee break is a great way to bring comfort and connection to your mentoring relationship. In addition, mentoring can happen while playing a round of golf, attending a baseball game, or viewing paintings of the Impressionists. Enjoying common interests and stepping outside your usual professional environment can lead to a freer exchange of thoughts and feelings.

Follow up. It is easy to promise your protégé that you will meet again soon and then, months later, realize you have not kept in touch. After a meeting, mark your calendar with a future reminder to get together. Better yet, don't leave a meeting without setting the next meeting's date. When big life events happen to you (e.g., you make partner at your firm, have a baby, or buy a new home), let your protégé know, and ask your protégé to keep you updated on life events, too. Taking a moment to call or e-mail about special occasions keeps you and your protégé on the same page.

Promote networking. Do not expect to be the one and only mentor in your protégé's life. Sometimes the best way to assist your protégé is to introduce him or her to others who may provide better assistance in regard to a particular experience or issue. Attend networking events together, such as bar association meetings or continuing legal education classes. Influential mentors help their protégés find a place for themselves in our professional community.

Enjoy the rewards. The benefits mentoring brings to protégés are obvious, but mentors, too, should understand what they have to gain from their significant investment of time and resources. Mentoring introduces a new perspective to your own. It reminds you of where you once were and how far you have come. It asks you to reexamine your professional life, and it challenges you to improve. As a result, you may find a renewed sense of pride and purpose in your work. You may also discover a feeling of community in a profession based largely on competition. Mentoring invigorates. Enjoy the experience.

Lori L. Keating is secretary of the Supreme Court of Ohio's Commission on Professionalism and administers its Lawyer to Lawyer Mentoring Program. She may be reached at lori.keating@sc.ohio.gov.

[Copyright 2010](#)

The Mentoring Relationship: How to Make it Work and Why it Matters

by Mark A. Fogg, Richard L. Gabriel, and Margrit Lent Parker

This article identifies the elements of what makes a successful mentoring relationship. It provides tips on what good mentors and mentees do, based on input from those who have enjoyed successful mentoring relationships.

The most prominent and well-respected lawyers share many traits. They are intelligent, quick on their feet, persuasive, able to listen and process information from disparate sources, professional, ethical, and adept at effectively and efficiently solving problems. Most also have had the benefit of excellent mentors, whether through formal mentoring programs or informal relationships that have developed over time.

Experience shows that successful mentoring relationships tend to share common elements. This article aims to identify those elements and to explain why the success of mentoring relationships matters for the long-term success of the legal profession. The article begins by discussing the need for an increased focus on mentoring, particularly in today's highly competitive legal environment. The discussion moves to the renewed focus on mentoring in the profession and introduces some of the mentoring programs that are currently available, including the new Colorado Attorney Mentoring Program (CAMP). Tips are provided on what good mentors and good mentees do, based on input from mentors and mentees who have enjoyed successful mentoring relationships. The article concludes with a discussion of why mentoring is important to the legal profession.

The Need for Mentoring

The concept of mentoring in the legal profession is as old as the profession itself. Indeed, long before bar exams, new lawyers learned their trade by serving as apprentices for practicing attorneys.¹ As legal education moved away from this kind of on-the-job training, the institution of the law school evolved into the academic endeavor it is today.²

With the focus of legal education on academics, more formal mentoring programs in the practicing bar attempted to fill the need for practical training. For example, many firms developed

programs in which a new lawyer would be paired with a more senior lawyer in the firm. Such programs tended to provide a good start, because they gave new lawyers an initial place to turn when they had questions. Sometimes, these formal relationships blossomed into long-term professional relationships. When this did not happen, the newer lawyers often were fortunate enough to develop informal but more long-term mentoring relationships with other lawyers with whom they were working. Regardless of the path newer lawyers took, those who desired successful mentoring relationships seemed to be able to find them fairly readily.

In recent years, however, the legal world has changed dramatically. The focus in law firms on economics and "law as a business" has tended to diminish the focus on mentoring. Partners and associates alike have become more concerned with billing hours and generating revenue, which too often has left little time to work on building successful mentoring relationships.³ Moreover, the competitive legal market has adversely affected such relationships. In the not too distant past, experienced lawyers did not think twice about bringing a younger lawyer to watch a deposition, court proceeding, or closing argument; now, the experienced lawyers must be concerned about how a client might react to seeing two lawyers at the same proceeding (even if the junior lawyer was not billing time for being there).⁴

These effects have not been limited to lawyers in the private sector.⁵ Attorneys in the public sector, too, have seen a decline in their ability to mentor newer lawyers. In this age of budget-cutting and larger caseloads per attorney, the time and resources available to lawyers in the public sector to mentor new attorneys has dwindled dramatically.

Perhaps ironically, these economic and competitive realities highlight the critical need for good mentoring relationships.⁶ Numerous recent law school graduates have had difficulty finding jobs in the

About the Authors

Mark A. Fogg is the General Counsel of COPIC, the immediate past president of the Colorado Bar Association, and a member of the CBA/DBA



Professionalism Coordinating Council. Richard L. Gabriel is a judge on the Colorado Court of Appeals and also serves on the CBA/DBA Professionalism Coordinating Council. Margrit Lent Parker is a former law clerk to U.S. Magistrate Judge William Beaman of the U.S. District Court for the District of Wyoming and to Chief Justice Mary Mullarkey of the Colorado Supreme Court. She currently is an associate with Kennedy Childs P.C. The authors serve on the Chief Justice's Commission on the Legal Profession working group that is devoted to mentoring.



If I knew then what I know now" is a common refrain among more seasoned attorneys when referring to their experience practicing law. Many of these lawyers could have known then what they know now had they had good mentoring relationships when they began practicing law.

I have been fortunate to have formed mentoring relationships with a few attorneys with whom I work. From my mentors I have learned what I consider to be one of the most important lessons of the legal profession—that the practice of law truly is a noble profession, and one that should be marked by civility and respect for other lawyers and the law. My mentors have also taught me other crucial lessons including that I am the only person truly responsible for my career; that no one will stand up for me if I do not stand up for myself, and that sometimes, rocking the boat could be a positive thing.

Mentoring cannot be mandated. A mentor must want to mentor and a protégé must want to be mentored. Both potential mentors and potential protégés should realize the benefits of participating in such a relationship—benefits that accrue to mentors as well as protégés.

Mentoring is not difficult. It does take a modicum amount of time in which to impart some wisdom, but mentoring is one of the most effective ways to pass on skills, knowledge and wisdom in training the next generation of attorneys.

To be a good mentor:

- Spend the time and energy necessary to be a good mentor. Mentoring does not have to be time-consuming, it simply requires your availability to impart advice and offer guidance.
- Realize that it's your responsibility to the profession. Young lawyers learn best by example and from the receipt of advice from individuals in whom they trust and confide.
- Maintain regular contact. Mentors should take the initiative to jump-start the mentoring relationship, as young lawyers often feel awkward about contacting their mentors. That said, once several meetings have occurred, the protégé should take the initiative to show a continued interest in the relationship.
- Always be honest. Trust and respect are the foundations of any effective relationship.

- Don't expect to have all the answers. Sometimes your protégés will not need advice, but just need you to listen attentively. Be there for them.
- Respect confidentiality. A good mentor-mentoring relationship will not and cannot be established if your protégé believes you will reveal his/her discussions to others.
- Help guide your protégé's career. Advise honestly about career decisions and professional dilemmas.
- Teach your protégé to be a good lawyer. Teach practical lawyering skills and more importantly, professionalism and civility.
- Help your protégé learn about the firm. Explain the firm's political issues and unwritten rules, as appropriate.
- Listen. Be a sounding board by listening to ideas and plans, as well as doubts and fears.

A mentor-protégé relationship is a two-way street. While the mentor often should take the initiative in the relationship, the protégé must take ownership of it, too, if it is to be successful.

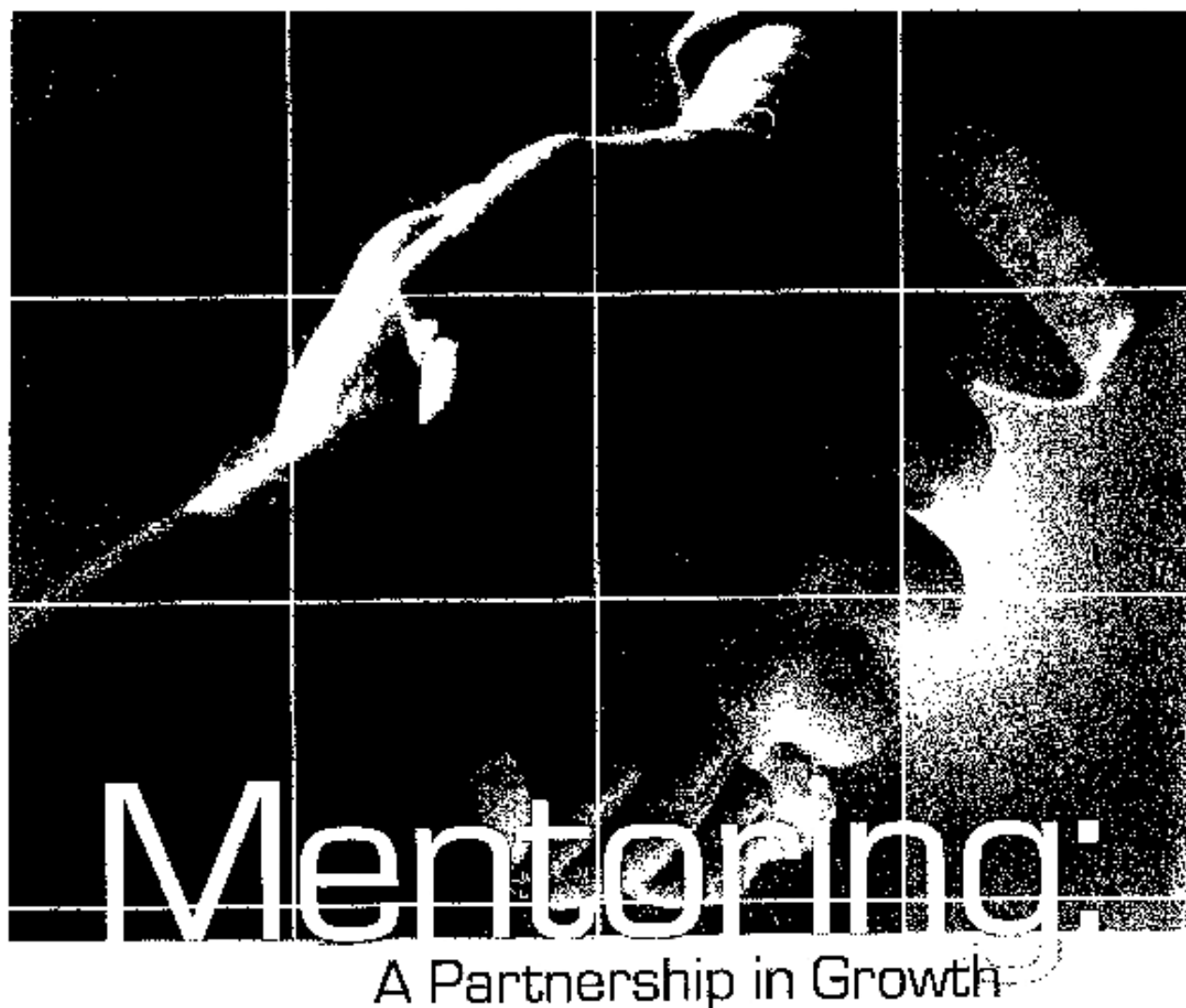
To be a good protégé:

- Do not expect to meet unreasonable goals through a mentoring relationship. The mentoring relationship will not offer shortcuts to success.
- Set goals. Identify the goals you hope to reach through the mentor-protégé relationship.
- Remember that ultimately, you are responsible for your own career development.
- Ask questions. Your mentor does not know what you want to know. Ask thoughtful, reflective questions, and follow up on the answers given.
- Respect your mentor's boundaries and time.
- Consider having more than one mentor and seek diversity in your mentor-protégé relationships.

My mentors, whose friendship and sage advice over the years I treasure greatly, have given me the opportunity to succeed and fail, to learn, and to grow as a lawyer. They have taught me civility by example and respect for our profession. More importantly, they have been my friends—people in whom I can confide and trust. I have learned more from them than anyone else in my still brief legal career. I hope that I have imparted to them at least a fraction of the great wisdom they have imparted to me. ♦

By
Maya
Eckstein

Maya Eckstein is a member of the John Marshall AIC and an associate with Hunton & Williams in Richmond, Virginia. She received the 2003 American Inns of Court Sandra Day O'Connor Award for Professional Service.



By Gary Seiser

"Want to go to lunch?"

I was the new commissioner assigned to hear dependency cases. He was the presiding judge of the juvenile court.

"Uh, that would be great, your honor. What did you have in mind?"

"Ever eat at K-Mart?"

MENTORING TIPS TOOL BOX

BASIC MENTORING ROLES – mentors play different roles, and few mentors play all of these roles simultaneously. As a result, many mentees tend to have more than one mentor. In general, however, mentors play four different kinds of roles:

Teacher – these mentors educate mentees on substantive law, how to do various tasks, professionalism, civility, and the like. The teaching can be formal or informal. Sometimes these mentors are more like coaches. They teach the mentees the practical skills of law practice, but, also, motivate them to achieve the highest proficiency in those skills.

Counselor – these mentors respond to mentees’ questions and requests for help, and they provide advice when requested on particular matters or issues. Sometimes these mentors simply listen and allow the mentee to find the answer on their own. Sometimes these mentors need to step in, whether requested or not, and provide constructive critiques to help the mentee improve a skill or avoid ethical and professional problems. This mentoring requires a trusting relationship and a “safe” environment.

Role Model – these mentors “teach” by doing. They demonstrate in their daily lives and practices how best to practice law and serve the community. The topics for this teaching by doing model include law practice skills as well as how to give back to the society and attain a work/life balance.

Sponsor or Champion – these mentors introduce their mentees to the bar, to clients and prospective clients, to the community, and to the mentors’ own networks. These mentors use their own influence and reputation to promote the mentees’ careers in these various circles.

TIPS FOR MENTORS – there are some “natural born” mentors, but most experienced lawyers can become effective at mentoring with experience and by considering the following tips:

- 1) Be available for your mentee, and be responsive to his or her needs. Let the mentee control how you can help him or her.
- 2) Be a good listener. Sometimes, the mentee just wants to vet ideas and is not looking for your advice as to what to do.
- 3) Ask how you can best help your mentee. Identify his or her goals and develop a plan for meeting those goals.
- 4) Be clear about what you are willing and able to do for the mentee;
- 5) Take a personal interest in your mentee. Get to know him or her; this will strengthen your relationship.
- 6) Be open and transparent about what you get out of the relationship. Why are you acting as a mentor?
- 7) Be a good role model. Practice what you preach. Remember, the mentee will be watching your conduct in both legal and social settings.

- 8) Encourage your mentee to come to you with issues and proposed solutions and welcome open discussion. Mentees learn more from the dialogue than from a lecture as to what to do.
- 9) Remember that mentoring encompasses not just substantive legal issues, but also best practices generally, work-life balance, professionalism, civility, and all other issues that impact one's professional life.
- 10) Sponsor your mentee, which includes introducing him or her to bar activities, civic and community organizations, other lawyers, clients and prospective clients, and other networks that you may have.
- 11) Be patient with your mentee, and don't be judgmental. Remember that you were once where he or she was.
- 12) Avoid a mentoring relationship that involves your being solely a lecturer. Dialogue is much more productive. When helpful, tell stories about your practice, how you learned from your mentors, and how you apply these lessons-learned to your life. Remember "war stories" that are told for "self-puffing" usually are not very helpful to teach a lesson.
- 13) Do not treat a formal mentoring relationship as a relationship requiring you to check particular boxes. Be flexible. Think outside the "boxes to check." Find other topics and activities. Let the mentee suggest things to do.
- 14) Be a receptive audience. You will learn as much from your mentee as he or she will learn from you.

TIPS FOR MENTEES – mentees can become more effective at getting more out of a mentoring relationship by considering the following tips:

- 1) Take an active role in the mentoring relationship. Reach out to your mentor and tell him or her your goals for the relationship.
- 2) Be clear about what you want from your mentor at any given time. Do you want advice right now, a sympathetic ear to listen, or help with problem solving? Don't be afraid to ask for civic type work that you want in different situations;
- 3) When you have an issue to discuss with your mentor, approach him or her not only with the issue but also with what you believe to be an appropriate solution. You will learn more this way.
- 4) Respect your mentor's time.
- 5) Be receptive to constructive criticism and new ideas.
- 6) Take the lead in setting up meetings.
- 7) Treat interactions with your mentor as dialogues. Your mentor wants to hear what you think.
- 8) When your mentor invites you to attend a networking event with him or her, jump at the chance. It is an investment.
- 9) Be a good listener.
- 10) Observe how your mentor acts in professional settings. You can learn as much from watching what your mentor does as you can from what he or she tells you directly.
- 11) Ask questions. Your mentor is happy to explain why he or she acted that way in a particular situation.
- 12) Do not treat a formal mentoring relationship as a relationship requiring you to check particular boxes. If you treat the mentoring relationship as a task or an assignment, it will become nothing more.

RECOMMENDED STEPS FOR A SUCCESSFUL MENTORING RELATIONSHIP -- every mentoring relationship can be improved with thoughtful planning of activities. Some activities to consider, include:

- AT THE INITIAL MEETING it is essential for mentors and mentees to jointly develop a plan for the mentoring relationship. Identify and discuss goals for the mentoring relationship. Suggested sample Mentoring Plans are available at CAMP Website: <http://coloradomentoring.org>;
- AT THE INITIAL MEETING it is, also, essential for mentors and mentees to draft and sign a mentoring agreement, which will help manage the expectations for both. (For example, attorneys not from the same law office will want to layout attorney-client privilege guidelines) Mentoring Agreements are available at CAMP Website: <http://coloradomentoring.org>;
- Mentors can tell a career story. Share the highs and the lows of your career path or have the mentee interview the mentor about his or her own career path. What were the barriers to overcome and the pitfalls along the way about learning from failures as well as successes, etc.;
- Mentees can share short-range and long-range career development plans and ask mentors for thoughts and critiques. Identify how the mentor can help with those goals, and ask specifically for help;
- Complete actual pro bono projects or cases together (e.g. discussing actual case strategy and/or the legal implications of a management decision);
- Work together at a legal clinic to provide advice to clinic clients (Metro Volunteer Lawyers, Veteran's Clinics, LawLine9, etc.);
- Help coach High School Mock Trial teams together;
- Attend bar association meetings or other legal/civic organization activities together;
- Find activities for integrating personal/family life with career objectives.

THE QUALITIES OF A GOOD MENTOR/SPONSOR/CHAMPION – PROFESSIONALISM IN THE PRACTICE OF LAW BY STRIVING FOR DIVERSITY AND INCLUSION IN THE LEGAL PROFESSION – the qualities for mentors in all mentoring relationships, but especially in those with diversity between the mentor and mentee include:

1. Respect in the Legal Community- Highly respected in the legal community with demonstrated success in establishing professional and inclusive networks and relationships.
2. Engages in Public and Private Advocacy - Makes continual and substantive public and private commitment of time and personal advocacy on behalf of mentee, including complimenting mentee before clients and advocating during internal performance evaluations.
3. Shows Leadership, Knowledge of, and Commitment to Advancing Diversity and Inclusiveness in the Workplace - Demonstrates leadership, knowledge of and commitment to advancing and embedding diversity and inclusiveness in the workplace at all levels.
4. Is Aware of and Sensitive to the Negative Impact of Exclusion, but Helps Mentee to Focus on Goals- Is aware of and sensitive to the challenges of exclusion to the morale and success of the diverse mentee, but helps mentee focus on what needs to be done to pursue and achieve his or her own goals.
5. Ensures that Mentee Has the Same Access to Projects, Client Contact, Helpful Resources and Supportive Relationships as Other “Non-Diverse” Attorneys - Is purposeful in ensuring that the diverse mentee is given full and equal access to challenging projects in his or her area, client contact, helpful resources and supportive relationships needed to advance.

SuSaNi Nash Harris, Sr. Director for Diversity & Inclusive Excellence, Univ. of Colo. Law School
Karen Hester, Executive Director, Center for Legal Inclusiveness (CLI)

Resources:

Colorado Attorney Mentoring Program (CAMP) Mentoring Resource Center literature at CAMP website <http://coloradomentoring.org/mentoring-resources/mentoring-literature>

Fogg MA, Gabriel RL, Parker ML, “The Mentoring Relationship: How to Make it Work and Why it Matters,” 42 *The Colorado Lawyer* 53 (October, 2013) at http://coloradomentoring.org/wp-content/uploads/2013/09/10-2013_FoggGabrielParker.pdf

Frequently Asked Questions

PROGRAM GOAL – ENROLLMENT – RESPONSIBILITIES

1. What is the goal of the Colorado Attorney Mentoring Program (“CAMP”)?

The goal of CAMP is to provide professional guidance and counsel to assist lawyers who are newly admitted to practice in Colorado or who are experiencing transition in their legal careers in acquiring the practical skills, judgment and professional values necessary to practice law in a highly competent manner. To carry out this goal, CAMP will afford every Colorado lawyer with meaningful access to an experienced lawyer equipped to teach the practical skills, seasoned judgment, and sensitivity to ethical and professionalism values that represent the best traditions and highest aspirations of the legal profession. CAMP is essentially an educational program that combines a Mentoring component with a Continuing Legal Education (CLE) component.

2. What are the Mentee’s responsibilities?

- devote the time necessary to maximize benefit from this program;
- make themselves available to the Mentor’s guidance;
- devising jointly with the Mentor a Mentoring Plan; and,
- completing the Mentoring Plan in a meaningful way for the mentee.

3. What are the minimum qualifications to serve as a Mentor?

Minimum Qualifications for Mentors are set out in C.R.C.P. 255. The qualifications of prospective Mentors are screened by the CAMP Director. The names of prospective Mentors satisfying minimum qualifications are forwarded to the Supreme Court of Colorado for consideration.

4. What are the Mentor’s responsibilities?

- Devote the time required for meaningful mentoring;
- To guide and teach the mentee practical skills, seasoned judgments, and sensitivity to ethical and professionalism values;
- To devise jointly with the mentee a Mentoring Plan; and
- To monitor the mentee’s Plan progress

5. Is any training required to serve as a Mentor?

No. However, CAMP offers an optional “But I’m Not a Mentor” orientation. The Mentor Orientation is a one-hour program created by CAMP and currently offered live at the CAMP offices and simulcast via Facebook Live.

6. What is included in the CAMP mentor orientation program?

The CAMP Mentor Orientation program presents information that Mentors need to know about the operation of CAMP and information to aid in developing an effective mentoring relationship with mentees.

MANAGING THE MENTORING RELATIONSHIP

7. During the 12-month mentoring period, does the mentor initiate contacts with the mentee or should the mentee initiate contacts?

This is a matter to be addressed and worked out between the mentor and the mentee. Generally, however, the burden is on the mentee to initiate and maintain contact with the mentor.

8. How much time is a mentor expected to spend with the mentee?

While regular meetings are suggested, CAMP does not specify the number or length of meetings. The mentoring pair will determine the length, structure, and time to be dedicated to the mentoring relationship.

9. Are communications between the Inside Mentor and the mentee confidential?

The mentoring relationship does not create a confidential or privileged relationship between the mentor and mentee. Obviously, we expect both the mentor and mentee to be discreet and respect each other when confiding in one another. However, there is ultimately no confidential relationship formed by mentoring.

10. How is the Mentoring Plan monitored?

The mentor and the mentee both have responsibility for evaluating the mentoring relationship, but CAMP has sole responsibility for assessing whether the mentoring plan meets the objectives of the program and should be award continuing legal education credit.

CHANGING MENTORS

11. What happens if the mentee needs to change to a different Mentor?

Administratively, CAMP refers to a change from one Mentor to another Mentor as a “Migration.” The Migration request is made in writing by contacting the CAMP director. Neither the mentee nor the mentor is required to report the reason for a migration request.

CHANGES IN THE MENTORING RELATIONSHIP

12. How will CAMP deal with problems that arise in the mentoring relationship?

For concerns about Program requirements or procedures in general, a mentor or mentee should convey such concerns to the CAMP Director, who will work collaboratively with the mentoring pair to resolve the issue.

MODEL MENTORING PLANS

13. What are the Model Plans of Mentoring Activities and Experiences?

The intent of CAMP is to create a synergy between the CLE component and the mentoring component. To assist Mentors and to help insure some structure and facilitation for those who would like it, a number of Model Plans of Mentoring Activities and Experiences are provided. This Model Plans feature a list of suggested experiences and topical questions that the mentor and mentee can draw on to customize a Mentoring Plan that fits their particular needs and circumstances.

The experiences listed in the Model Plans are not mandatory. They are illustrative of the types of experiences deemed useful in helping a mentee acclimate to practice in Colorado and grow into a competent practitioner. Using the Model Plans as a guide, the mentor and mentee should jointly devise a Mentoring Plan. Although great flexibility in designing each particular plan is warranted, the plan should foster discussion and implementation of professional skills and values.

At a minimum, the Mentoring Plan should include the following key elements:

- A. Regular contact and meetings between the mentor and mentee.
- B. Continuing discussions between the mentor and mentee on at least the following topics:
 - (i) Ethics and professionalism.
 - (ii) Relationships with clients, other lawyers, the judiciary and the public, including unrepresented parties.
 - (iii) Professional work habits, organizational skills and practice management.
 - (iv) Economics of practicing law in the relevant practice setting.
 - (v) Responsibility and opportunities for pro bono work, bar activities, and community service.
- C. Introduction to the local legal community.
- D. Specific planning for professional development and continuing legal education.
- E. Periodic evaluation of the mentor-mentee relationship.