

**MENTOR MATCH PROGRAM
MENTORING PLAN**

**MENTEE NAME/
ATTORNEY NO.**

**MENTOR NAME/
ATTORNEY NO.**

INTRODUCTION TO THE MENTORING PLAN

The Mentoring Plan includes 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.

The Mentoring Plan should be developed by the Mentor and Mentee together during their first meeting and must be submitted, along with the Mentoring Agreement, to the Indiana State Bar Association at the start of the mentoring term. 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.

The Mentoring Plan submitted to the ISBA will be the checklist of activities which the Mentee and Mentor are required to complete together by the end of their mentoring term.

The activities and experiences listed in the Mentoring Plan reference Worksheets that are intended to be resources for participants to use for facilitation of discussions on the corresponding topics. Completion of the Worksheets is not mandatory, but participants are encouraged to use them as guides to discussions. Mentors should also provide a meaningful review and suggestions for practical application of the concepts found in the Rules of Professional Conduct and Indiana Rules for Admission to the Bar and the Discipline of Attorneys in regard to each Mentoring Plan topic.

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.

INSTRUCTIONS

To prepare the participants for their first meeting and to facilitate discussion about this Mentoring Plan, participants are encouraged to refer to **Worksheet A**.

The activities and experiences in the Mentoring Plan are grouped by topic. Instructions accompany each topic indicating the minimum number of activities which must be elected in each section. Additionally, each topic contains a quarterly timeframe by which it is recommended that the corresponding activities are completed. The timeframes are suggestions only; the minimum number of activities for election is mandatory.

Next to each activity description is a box that should be checked if the Mentee elects to participate in that activity. Once the Mentee and Mentor check the activities that will make up their Mentoring Plan, both of them must sign the Mentoring Plan Pledge. Every participant must engage in a discussion about substance abuse, mental health issues, trust account management, professionalism, civility and pro bono public service. Those activities are already checked for you in the Plan

In order to successfully complete the MENTOR MATCH Program, all of those activities elected must be completed by the end of the mentoring term. The completed and executed Mentoring Plan must be submitted by the Mentee to the Indiana State Bar Association or other Approved Organization, along with the executed Mentoring Agreement, at the start of the mentoring term. Both the Mentee and Mentor should retain a copy of the Mentoring Plan and Mentoring Agreement for reference.

In order to receive credit for completing the Plan, the Mentee must submit a Certificate of Satisfactory Completion form signed by both the Mentee and Mentor at the end of the mentoring term, indicating that all of the activities elected in their Mentoring Plan were completed. Additionally, they must certify that they engaged in a minimum of six in-person meetings for nine hours of mentoring time over the course of the mentoring term. The following topics are mandatory for the mentee to receive the APC Credit: Substance abuse and mental health issues; Attorney Relationships with third parties; Trust Accounts and IOLTA; Attorney-Client Relationships, Professionalism/Civility and Pro Bono Activities. If the form is completed and submitted to the ISBA then the Mentee is entitled to 6 hours of APC/CLE credit and the Mentor is entitled to 12 hours of CLE/Ethics Credit.

MENTORING PLAN ACTIVITIES AND EXPERIENCES

FIRST QUARTER - THE LEGAL COMMUNITY & THE COMMUNITY AT LARGE

At least one additional activity or experience from this section must be elected in addition to the discussions about Attorney-Client Privilege, Professionalism/Civility; and Pro Bono.

Elected	Activity or Experience
	Meet at the Mentor’s law office so that Mentor can introduce the Mentee to other members of the Mentor’s firm and law office personnel or, in the case of in-house mentoring, ascertain that such introductions have already occurred. <i>See Worksheet B.</i>
	Attend a meeting of an organized bar association together. Discuss local, state and national bar association opportunities and the advantages of being involved in bar association activities <i>or</i> introduce as feasible the Mentee to other lawyers in the community through attendance at local bar association meetings or otherwise. <i>See Worksheet C.</i>
	Escort the Mentee to the local courthouse(s), particularly those courts where the Mentee will primarily be appearing, and, to the extent appropriate, introduce Mentee to members of the judiciary, court personnel, and clerks of court. <i>See Worksheet D.</i>
√ required	Discuss customary rules of civility and etiquette among lawyers and judges in the community. <i>See Worksheet E. (ATTORNEY-CLIENT RELATIONSHIPS/PROFESSIONALISM/CIVILITY)</i>
	Escort the Mentee to the local jail(s) where the Mentee is likely to have clients and explain the procedures for jailhouse visits. <i>See Worksheet F.</i>
√ required	Acquaint the Mentee with Legal Aid, local <i>pro bono</i> agencies and other opportunities for lawyers to engage in <i>pro bono</i> activities and civic and charitable work. Discuss how and why one finds time, despite a busy practice, to engage in volunteer service. <i>See Worksheet G.(PRO BONO AND IOLTA DISCUSSION)</i>
√ required	Have a meaningful discussion about the <i>Rules of Professional Conduct and Indiana Rules for Admission to the Bar and the Discipline of Attorneys</i> , making suggestions of practical application of the concepts expressed therein. <i>See Worksheet H. (ATTORNEY-CLIENT RELATIONSHIPS/PROFESSIONALISM/CIVILITY)</i>

SECOND QUARTER - PERSONAL & PROFESSIONAL DEVELOPMENT AND ETHICS

At least one activity or experience from this section must be elected in addition to a discussion about substance abuse and mental health issues.

Elected	Activity or Experience
	Discuss the Mentee’s long-term career objectives and identify ways to meet those goals. <i>See Worksheet I.</i>
	Discuss techniques for finding a balance between career and personal life, putting daily pressures into perspective, reconciling job expectations with actual experience and maximizing career satisfaction. <i>See Worksheet J.</i>
√ required	Discuss substance abuse and mental health issues, including possible warning signs of substance abuse or mental health issues; what to do if the Mentee, a colleague or a superior is faced with a substance abuse or mental health problem; and the resources for assistance with substance abuse and mental health issues. <i>See Worksheet K.</i> (SUBSTANCE ABUSE AND MENTAL HEALTH ISSUES)
	Discuss different career paths and identify resources for exploring options. Discuss to the extent knowledgeable differences between large firm, small firm, government and non-profit practice and non-traditional legal positions. <i>See Worksheet L.</i>
	Discuss practical ways to manage law school debt. <i>See Worksheet M.</i>

At least one activity or experience from this section must be elected in addition to a discussion about trust accounting and IOLTA.

Elected	Activity or Experience
	Discuss common malpractice and grievance traps (particularly in the Mentee’s practice area) and how to recognize and avoid common pitfalls. <i>See Worksheet N.</i>
	Discuss potential resources for dealing with complicated ethical issues, including conflicts of interests. If the mentoring relationship is an in-house relationship, discuss the firm’s procedures for assisting with complicated ethical issues. <i>See Worksheet O.</i>
√ required	Discuss trust accounting requirements and practices and IOLTA. <i>See Worksheet P.</i> (TRUST ACCOUNTING AND IOLTA)
	Discuss the appropriate way to handle situations where the Mentee believes another lawyer (both in and outside of the mentee’s firm) has committed an ethical violation; the obligation to report misconduct; and the appropriate way to handle a situation where the Mentee has been asked by a senior member of the firm to do something that is unethical or unprofessional. <i>See Worksheet Q.</i>
	Discuss the grievance process and a lawyer’s duty to cooperate with a disciplinary investigation. <i>See Worksheet R.</i>

THIRD QUARTER - LAW OFFICE MANAGEMENT

At least one activity or experience from this section must be elected in addition to a discussion about attorney relationships with third parties.

Elected	Activity or Experience
	Tour the Mentor’s office to demonstrate and explain how the Mentor’s law office is managed. Discuss resources where the Mentee can learn more information about law office management issues. <i>See Worksheet S.</i>
	Discuss good time management skills and techniques. <i>See Worksheet T.</i>
√ required	Discuss practices to maintain client confidentiality. <i>See Worksheet U.</i> (ATTORNEY RELATIONSHIPS WITH THIRD PARTIES)
	Discuss how to screen for, recognize and avoid conflicts. <i>See Worksheet V.</i>
	Discuss roles and responsibilities of paralegals, secretaries and other office personnel and how to establish good working relationships with others in the same office who are support staff, colleagues, or senior lawyers. <i>See Worksheet W.</i>
	Discuss how to prevent issues of unauthorized practice of law by staff. <i>See Worksheet X.</i>
	Discuss office politics, including appropriate networking, socializing and personal behaviors. <i>See Worksheet Y.</i>
	Discuss the importance of planning ahead for how a lawyer’s practice should be handled in the event of the lawyer’s retirement, death or disability. <i>See Worksheet Z.</i>
	Discuss the issues surrounding leaving a firm, such as how to protect oneself, advising clients and withdrawing from cases. <i>See Worksheet AA.</i>

FOURTH QUARTER - CLIENT COMMUNICATION, ADVOCACY AND NEGOTIATION

At least two activities or experiences from this section must be elected.

Elected	Activity or Experience
	Discuss methods of client development that have been successful for the Mentor, and discuss other techniques for business development, including any relevant ethical concerns and the most professional practices in this regard. <i>See Worksheet BB.</i>
	Discuss the responsibilities of the client and the lawyer in decision-making, and the best ways to involve a client in their case. <i>See Worksheet CC.</i>
	Discuss the best ways to evaluate a potential case and how to decide whether to accept a proffered representation. <i>See Worksheet DD.</i>
	Discuss how to deal with a “difficult” client. <i>See Worksheet EE.</i>
	Discuss the importance of client communication and how to maintain good on-going communication, including the use of retention and fee agreements, keeping clients informed about matters, confirming things in writing, being on time, etc. <i>See Worksheet FF.</i>
	Discuss proper legal counseling techniques, and duties and responsibilities of advising clients. <i>See Worksheet GG.</i>
	Discuss appropriate ways (including ethical concerns, etiquette, etc.) for dealing with others on behalf of your client. <i>See Worksheet HH.</i>
	Discuss tips for preparation for and proper behavior during depositions. <i>See Worksheet II.</i>
	Discuss the most important points about negotiation with another lawyer and potential issues associated with negotiations. <i>See Worksheet JJ.</i>
	Discuss relevant issues surrounding effective legal writing, such as techniques for the most effective legal writing, how to avoid common mistakes causing pleadings to be rejected, how to effectively use sample legal pleadings and forms, techniques to efficient legal research, etc. <i>See Worksheet KK.</i>
	Discuss the types of alternative dispute resolution (such as mediation, binding and non-binding arbitration, high-low arbitration, early neutral evaluation, court-annexed arbitration, summary jury trials, etc.) and the benefits and disadvantages of each. <i>See Worksheet LL.</i>
	Observe (in person or by streaming video on-line) an appellate argument in the Indiana Supreme Court, the Indiana Court of Appeals or United States circuit court, and discuss techniques and tips for effective oral argument. <i>See Worksheet MM.</i>

MENTORING PLAN PLEDGE

The undersigned Mentor and Mentee hereby agree upon the Mentoring Plan of activities and experiences elected above. We pledge that we will devote the time and effort necessary to carry out this Mentoring Plan. However, in order to receive credit for completing the Plan, the Mentee must submit a Certificate of Satisfactory Completion form signed by both the Mentee and Mentor at the end of the mentoring term, indicating that all of the activities elected in their Mentoring Plan were completed and that they engaged in a minimum of six in-person meetings for nine hours of mentoring time over the course of the mentoring term.

Signature of the Mentee

Date

Signature of the Mentor

Date

Print/Type Name

Print/Type Name

**THIS MENTORING PLAN PLEDGE SHOULD BE SIGNED BY BOTH THE MENTEE AND MENTOR.
THE MENTEE SHOULD RETURN THE SIGNED MENTORING PLAN
ALONG WITH THE SIGNED MENTORING AGREEMENT
TO THE INDIANA STATE BAR ASSOCIATION OR OTHER APPROVED ORGANIZATION
AT THE START OF THE MENTORING TERM.**

**MENTOR MATCH PROGRAM
WORKSHEET A
FIRST MEETING OF THE MENTEE AND MENTOR**

Worksheet A is intended to facilitate the discussion between the mentee and mentor during their first meeting and prepare them for the joint development of the mentoring plan.

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MENTORING GOALS

The mentee should articulate his or her specific goals for the mentoring relationship to assist in the development of a meaningful personalized mentoring plan. Discuss together three or more goals the mentee has for the mentoring relationship.

Keep in mind that a goal is something that one wants to achieve - an objective. A mentee reflecting on his or her goals for the mentoring program might complete the following statements:

- a) I am most interested in the following mentoring plan activities. . .
- b) I have the following personal development plans that I want to achieve in the next year. . .
- c) I need to know more about. . .
- d) I want to strengthen the following skills. . .
- e) In five to ten years, I see myself doing. . .

MENTORING EXPECTATIONS

The mentee and mentor should discuss their individual expectations and resolve any concerns over expectations.

Keep in mind that an expectation is a confident belief, strong hope or presumed notion that a particular result or event will occur. The exercise of listing the expectations of the mentoring relationship is intended to help the mentee and mentor understand each other's intentions so that neither feels disappointed or betrayed when they do not conform to some expectation that was never made explicit and so that they can resolve from the outset any unrealistic expectations of each other.

To assist you in reflecting on the expectations you have of your mentoring relationship, think about how you might complete the following statements:

- a) I expect that we will meet (how often) for (how long).
- b) I hope that you will be otherwise accessible to me (how often and in what capacity).
- c) I expect that we will do the following types of activities together. . .
- d) I would like you to help me to. . .
- e) I expect that you will treat me. . .
- f) I think you need to know this about me. . .

COMPLETING THE MENTORING PLAN

The mentee and mentor should discuss the specific activities and experiences in the mentoring plan to develop a personalized plan that they will complete together by the end of the mentoring term. Both the mentee and Mentor must pledge to complete the mentoring plan. The mentoring plan must be submitted to the ISBA or your Approved Organization within 30 days of the start of the mentoring term.