



Program Title _____
Date Presented _____ Inn Year _____
Presenting Inn _____ Inn Number _____
Inn City _____ Inn State _____
Contact Person _____ Phone _____
E-mail Address _____

Please consider this program for the Program Awards: Yes No This program is being submitted for Achieving Excellence: Yes No

Program Summary:

Indicate the legal focus and be concise and detailed in summarizing the content and setup of your program. Please attach additional sheets if necessary.

Multiple horizontal lines for program summary text entry.

Program Materials:

The following materials checklist is intended to insure that all the materials that are required to restage the program are included in the materials submitted to the Foundation office. Please check all that apply and include a copy of any of the existing materials with your program submission:

- Script Articles Citations of Law Legal Documents Fact Pattern List of Questions Handouts
PowerPoint Presentation CD DVD Other Media (Please specify) _____

Specific Information Regarding the Program:

Number of participants required for the program _____ Has this program been approved for CLE? Yes No
Which state's CLE? _____ How many hours? _____

Recommended Physical Setup and Special Equipment:

i.e., VCR and TV, black board with chalk, easel for diagrams, etc. When submitting video, please indicate the length of all videos. i.e., 30 or 60 min.

Two horizontal lines for equipment setup text entry.

Comments:

Clarify the procedure, suggest additional ways of performing the same demonstration, or comment on Inn members' response regarding the demonstration.

Three horizontal lines for comments text entry.

Program Submission Form

Roles:

List the exact roles used in the demonstration and indicate their membership category; *i.e.*, Pupil, Associate, Barrister or Master of the Bench.

Role	Membership Category

Agenda of Program:

List the segments and scenes of the demonstration and the approximate time each step took; *i.e.*, "Introduction by judge (10 minutes)."

Item	Time

Program Awards: *Please complete this section only if the program is being submitted for consideration in the Program Awards.*

Describe how your program fits the Program Awards Criteria:

Relevance: How did the program promote or incorporate elements of our mission? (*Fostering Excellence in Professionalism, Ethics, Civility, and Legal Skills*)

Entertaining: How was the program captivating or fun? _____

Creative and Innovative: How did the program present legal issues in a new way? _____

Educational: How was the program interesting and challenging to all members? _____

Easily Replicated: Can the program be replicated easily by another Inn? Yes No This program is: Original Replicated

Questions:

Please contact Christina Hartle at (703) 684-3590 ext 105 or by e-mail at chartle@innsofcourt.org.

Please include ALL program materials. The committee will not evaluate incomplete program submissions.

Atlanta IP Inn of Court

Program Materials for Mentoring Presented on September 12, 2012

Special Thanks to Our Host



Program Summary:

This was an adaptation of a mentoring program in the Inn of Court Archives. It involved multiple skits with good and bad mentors and mentees to highlight the good and bad practices. We also included a guest speaker, Paula Greenfield Washington, who was an expert on mentoring programs and spoke after each skit.

Setup:

You will need a about 6-8 actors depending on how many repeat. Several actor use computer and blackberries as props.



Mentoring and the Implementation of a Mentoring Program

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

I. Introduction to Mentoring¹

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

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

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

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

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

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

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

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

⁶ Montgomery, *supra* note 3, at 41-42.

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

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

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

A. The Mentor: Roles and Duties

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

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

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

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

⁷ Id.

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

⁹ Fox, Elaine S., *Aspects of Lawyer Mentoring*, 7 No. 1 Prof. L. 16 (1995).

¹⁰ Montgomery, *supra* note 3, at 43.

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

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

B. The Mentee: Role and Duties

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

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

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

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

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

¹² Seiser, *supra* note 2.

¹³ Id.

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

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

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

II. Implementing a Mentoring Program

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

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

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

A. *Qualifications of Mentors*

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

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

B. Selection v. Appointment of Mentors

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

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

C. Goal Setting

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

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

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

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

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

¹⁹ Fox, *supra* note 8.

²⁰ Abbott, *supra* note 17.

²¹ Fox, *supra* note 8.

²² Abbott, *supra* note 17.

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

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

D. Evaluating the Relationship/Program

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

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

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

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

III. State Bar of Georgia Mentoring Program

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

²⁴ Abbott, *supra* note 17, at 106.

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

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

²⁷ Id.

²⁸ Id.

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

A. Minimum requirements

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

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

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

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

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

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

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

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

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

³⁶ Id.

³⁷ Id.

B. Mentors in the Work Place

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

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

C. Migration

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

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

³⁹ Id.

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

⁴¹ Id.

⁴² Id.

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

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

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

⁴⁶ Id.

⁴⁷ Id.

D. Mentee Qualification

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

E. Mentoring Plan

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

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

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

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

⁴⁹ Id.

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

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

⁵² Id.

⁵³ Id.

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

⁵⁵ Id.

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

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

F. Certificate of satisfactory Completion

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

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

IV. Conclusion

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

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

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

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

⁵⁹ *Id.*

⁶⁰ *Id.*

⁶¹ *Id.*

⁶² *Id.*

ACT 1 - "NO TIME"

Scene: Empty desk/seat

MENTEE #1 shows up expectantly, checks watch, looks around waits, looks confused, checks watch, shrugs, leaves

ACT 2 – "MENTOR THAT DOES NOT LISTEN"

Scene:

- *Table two seats. Preferable facing such that neither actor has their back to the audience. A keyboard facing the mentor is on the desk.*
- *Billboard with drawing of degrees and awards in the background or in the alternative, mock awards set forth on the table*
- *Preferably the mentor will have a suit and tie and be one of the older members of the group while the mentee will be played by a younger member of the group.*

Mentor: (seated at desk before scene begins)

Mentee #2: (walks in) John. Thanks for agreeing to serve as my mentor. The practice of law is completely new to me and I want to get off to a good start.

Mentor: Not a problem at all. I try to make time in my schedule for administrative tasks during the day.

Mentee #2: I really have an interest...

Mentor: (raises hand to pause the conversation). One second, please. (takes out a clock, takes a look at the time. Pulls out a notepad and writes the time.) Ok now, go! (states it as if starting a race)

Mentee #2: Ok. I really have an interest in patent prosecution and I wanted to get your advice on how I could position myself in the firm to get more of that work.

Mentor: I am glad you stopped by to ask about getting more work. I have several litigations that I am working on that I could use some help on. There should be some great opportunities for you to get some hands on deposition experience and early exposure to the Court.

Mentee #2: Well litigation sounds nice but I think early on that I might want to try to get to know a few people in the firm that work in prosecution so that I could see how that practice works.

Mentor: *(stated very quickly while quickly pointing finger)* Litigation?

Mentee #2: *(almost stating as a question and very slowly)* pro-se-cu-tion?

Mentor: *(stating as a question and very slowly as well while pointing finger)* li-ti-ga-tion? I think we are on the same page now *(uses two fingers to place in front of his eyes and then turning fingers outward toward mentee's eyes as if to say we are seeing eye to eye now)*

Mentee #2: *(looks confused)*

Mentor: I can definitely help you meet more people. One second, while I still have this on my mind. *(mocks typing up email on the keyboard)* To the head of IP litigation. Let me know if you have time for lunch this month. I have a young associate that recently joined the firm that you should really meet. She is a born litigator *(winks at the mentee as if saying, I am watching out for you here)* and it would be great if we could get her to meet more people in our group. That should get you off to a good start...meeting the head of one of our practice groups. *(checks the clock again)* So what else can I do for you?

Mentee #2: Well. It would be great to get your advice on how to address some personality conflict issues that I have been having with...well, we can keep this between us, right?

Mentor: Absolutely. Telling me something is like placing it in what I like to call a "lock-box."

Mentee #2: Lock-box?

Mentor: *(stated very matter of fact)* Lock-box. *(pause)* People may think they know the location of the "lock-box". Maybe they do. Or maybe that's a decoy. Or a dummy "lock-box". Only you and I will know for sure. Ok, where were we again.

Mentee #2: ...Lockbox.

Mentor: Yes that right. So what is the issue?

Mentee #2: One of the senior associates in the group...Mark...has been making unreasonable work demands and has been very difficult to deal with. Do you have any advice on how to handle this situation?

Mentor: Mark? Inconceivable

Mentee #2: Yes, Mark.

Mentor: Inconceivable.

Mentee #2: (*thought bubble*) "I don't think that means what you think it means."

Mentor: Sure. One second. If I don't write this down as I go, I will never get it out down accurately. Time entry. .2. Jessica states that Mark is being unreasonable and making too many demands. Resolving this issue. Ok.

Mentor: Let me talk to Mark. I will just tell him that you made these accusations and I am sure that we can put this all behind us. Mark is a great guy, best man at my wedding actually, so I am sure that he won't have a problem with this. Say no more, I have this.

Mentee #2: um. ok.

Mentor: (*checks the clock again*) Anything else?

Mentee #2: No. Thanks. I think I am finished here.

• ACT 3 – "No time" (cont.)

Scene: same as Act 1

MENTEE #1 shows up, checks watch, turns, looks confused, huffs, appears frustrated, checks watch again, leaves

• ACT 4 – Grandstanding

Scene: Same as Act 2, Mentor leaning back in chair

Mentor: Come on in, sit down anywhere... Not there! ...

Mentee #3: Um, sorry about that... Is here OK?

Mentor: Fine, fine, fine. What did you say your name was?

Mentee #3: I didn't yet sir, but it's Tommy, I'm a first year at the firm.

Mentor: Oh, welcome aboard, Timmy. I remember when I was a first year, those were the days! Pulling all nighters, working hard, partying hard, damn I miss it! Are you enjoying yourself?

Mentee #3: It's Tommy actually, sir. You know, the firm is great, and it's probably just me, but I'm having kind of a tough time...

Mentor: Well I'll tell you Tippy, you're in the right place. If anybody can set you on the right track, it's me. Did I tell you I was the firm's social chair from 89 to 95? Ever heard of Martini Mondays? My idea. Tube top Tuesdays? Mine too. But, noooooo! Nowadays it's all PC and boring around here. Anyway Jimmy, what's on your mind?

Mentee #3: Well, it's actually more about work-related stuff. Like, for example: On Monday, four different partners gave me big assignments, and they all want them done by Friday. They all seem like very important projects, and they are for some of our biggest clients. I'm worried that I can't get them all done on time!

Mentor: Bahahahahaha, classic! It's a rite of passage, kid. That reminds me of when I was running those ITC cases last fall – I had four associates going around the clock for six months. We had this hearing in DC where we had to write five motions overnight because the other side had these bogus technical experts. So I said to my people "Nobody sleeps until this guy is out – I want him excluded!" And, you better believe we won. We found his high school chem lab grades, and sure enough.....(*Mentee #3 holds up sign: "BLAH, BLAH, BLAH"*) so the judge ends up inviting me quail hunting, and opposing counsel offered me a job! Unbelievable. Anyway, what were you saying again, Johnny?

Mentee #3: ... well, I just don't know I'm supposed to get it all done....

Mentor: I bet old Smitty's making you write his voir dire, isn't he?

Mentee #3: Smitty?...

Mentor: Aw, Smitty's, that son of a gun! He's begging to join my ALTA team, but the guy's backhand is total garbage. Anyway, did you know I rescued him out of law school? He was actually thinking about going to this tiny firm out in the sticks, but fortunately for him I got him a callback here, and I basically hooked him up with the job. So a couple years ago, he's finally up for partner and the guy's ringing my phone constantaly.....(*Mentee #3 holds up sign: "BLAH, BLAH, BLAH"*) so even though his book of business was a little light, I got him through. I'll tell you Jimbo, all this stuff's about who you know.

Mentee #3: Yes sir, I don't know where I'd be without you, sir.

THE END

- **ACT 5 – “No time”**

Scene: Same as Act 1

MENTEE #1 shows up, looks around frustrated, checks watch, huffs, throws arms in air, leaves (mumbling ‘jackass’ or the like)

- **ACT 6 - Good Mentor**

Scene: Mentor sitting at his desk, Mentee knocks

Mentee #4: Excuse me, I wanted to stop by and introduce myself. I’m Sam Smith and I believe you’ve been assigned as my mentor while I’m at the firm.

Mentor: *(Smiles, gestures to Mentee to sit)* Oh yea, hi Sam. Come on in, and welcome aboard! So you just joined the firm?

Mentee #4: *(sits)* That’s right, and I’m really just finding my way. Could you explain a little about how we are supposed to interact?

Mentor: Absolutely. In general, my role is to try to make your transition into the firm easier, to help you move towards your professional goals as much as possible, and to help provide a professional resource in any way that I can.

Mentee #4: Well, that sounds really useful.

Mentor: I’m glad you think so. When I started at my old firm, I had a great experience with a mentor who really helped me figure out what type of law to focus on and to navigate some of the pitfalls of firm life. We’ve always kept in touch and over the years I’ve especially leaned on my mentor when I run into professionalism questions and need a confidential soundingboard to discuss them with. I hope we can have the same kind of relationship.

Mentee #4: Perfect. So does that mean that our relationship is pretty confidential? I am just a little concerned that if I’m struggling with something and let you know, it may end up hurting my career.

Mentor: That’s a legitimate concern, but that’s why these types of relationships are set up. I will keep anything you say confidential until or unless you say otherwise, or I will tell you why I can’t.

Mentee #4: That's actually a huge relief. I guess I probably don't have too many concerns since I just started, but you never know when something might come up. Right now I'm still trying to figure out what kind of work I'm interested in and how to position myself so that I can get the right kind of experiences.

Mentor: Great – so we already have the beginning ideas for a 'goal' for this year. Why don't we start by taking a little time to get to know each other, and then we can set out an 'action plan'. I have a meeting starting soon, but how about we set up a regular schedule to meet?

Mentee #4: Sure.

Mentor: How about we meet once a month - if you're open, let's start Friday for breakfast at the Flying Biscuit in midtown.

Mentee #4: That works for me. I'll see you on Friday.

The End

Bad Mentee Skit

Law Firm has a mentoring program in place, part of which includes a plan to mentor lateral attorneys from the time of hire. Lateral/junior associate has just joined the firm and is meeting with his new mentor, a partner at the law firm.

Characters:

- **Mentor:** Bud Wieser
- **Protégé:** Johnny

[Through-out the meeting Johnny should act annoyed, bored, not really pay very close attention, yawn, checking his phone, etc.]

(First Scene) First time Mentor and Protégé meet:

[Protégé walks over to mentors office and knocks on his door]

Mentor (Bud): Johnny, good to finally meet you, come on in and have a seat.

[Protégé goes over and shakes Mentor's hand].

Protégé (Johnny): Nice to finally meet you Mr um, Mr . . .

Mentor (Bud): Wieser. Mr. Bud Wieser. Nice to finally meet you too.

Protégé (Johnny): Sorry about that, I've been so busy lately I didn't really have time to figure out who you were. The Big Boss told me to come to this office, so here I am. I'm not really sure why I'm here so let's get this over with.

Mentor (Bud): Well Johnny, we are very happy to have you on board as part of our team. I've actually been trying to contact you for a while now. I called the cell phone number you provided and it was disconnected.

Protégé (Johnny): Oh that phone's long gone. I left it in a cab a few weeks ago. I was SOOO hammered that night I'm surprised I even made it home. I have a sweet new phone now with a new number that I've been using.

Mentor (Bud): I see. Well, I also sent you a number of emails that I never received a response to. The email address I have is **bigballer\$\$\$@gmail.com**.

Protégé (Johnny): Oh I never check that email anymore. I primarily communicate via facebook and twitter, but I'm sure you wouldn't know anything about that.

Mentor (Bud): Well I'll have to get your updated cell phone number and email address so I can get in touch with you. Let's talk about your schedule and when we can get together. I would like to set up some regular meeting times so we can discuss your goals, career path, and anything else you would like to discuss.

Protégé (Johnny): That's going to be tough. My schedule is pretty tight. Let's see . . .

- Mondays are Monday Night Football night so I can't do Mondays.
- Tuesdays I play softball and I can't miss a game because we are going all the way this year.
- Wednesdays is American Idol, so I obviously cannot miss that.
- Thursdays I usually get together with my boys from college and do some drinking.
- Friday is Friday and I'm out of commission during the weekend usually nursing a wicked hang-over.

Mentor (Bud): You seem very busy. However, a mentoring relationship will only be as successful as we decide to make it. That means making time to meet and talk regularly. I am willing to work my schedule around yours.

Protégé (Johnny): I'm still not even sure why I'm here. I have so much work to do and this seems like a waste of time. I don't know how I'm going to be able to bill all these hours they expect and deal with this as well.

Mentor (Bud): I understand your concern Johnny. An attorney's schedule can be quite overwhelming. But I assure you that it is doable. I was part of this mentoring program when I first started at the firm and it really helped me develop into the lawyer I am today. I assure you it is worth it.

Protégé (Johnny): Whatever. I guess I don't really have a choice do I. But why did they set me up with you?

Mentor (Bud): They always try to match a new associate's background and interests with a partner attorney who has a similar background and interests. This way we have some common ground. For example, I'm sure you looked up my profile on the firm's website or on LinkedIn prior to coming here didn't you?

Protégé (Johnny): Not exactly. Like I said, I am super busy and didn't really have a chance to find out anything about you.

Mentor (Bud): I see. Well if you had done some research you would have seen that I've been doing Intellectual Property work for the last 20 years and I know that is a main interest of yours.

Protégé (Johnny): That's true.

Mentor (Bud): Like you, I'm also a graduate of Georgia Tech as well as Emory Law School. And although I hate to admit it, I'm also a huge American Idol fan. Although it hasn't been the same since Simon and Paula left.

Protégé (Johnny): Oh. I guess we do have some stuff in common. That's cool. In that case I suppose I could try and squeeze you in on Monday's before Monday Night Football. I'll have about an hour window after work and before I have to start pre-gaming.

Mentor (Bud): That would be great.

(Second Scene) First Formal Meeting between Mentor and Protégé:

[Protégé comes in and slouches into the seat.]

Protégé (Johnny): What's going on?

Mentor (Bud): It's nice to see you again Johnny.

Protégé (Johnny): So, here is what I was thinking. I want to do some high profile cases, you know, go to a couple trials. I also want to close some deals with, ah, that one client you got and shake some hands. I want to meet on Monday's around 3 pm and I'll let you know if I need cancel.

Mentor (Bud): Well I am not certain what you mean by high profile trials, we generally do not go to court, but court room experience is very important and if something becomes available I will be happy to have you along. We generally work closely with clients; getting their business started and offering legal protection. It is very import to build a strong foundation with clients so that they will continue ...

[Protégé starts to become anxious, he rolls his head back, disengages with the conversation and pulls out his phone]

..to call and bring business. Being great at legal work and research may not be enough when looking to build cliental. It also takes *[recognizing that Protégé is no longer paying attention]* strong listening skills.

[Mentor mildly irritated] Johnny, has something come up?

Protégé (Johnny): Oh, no. *[Disappointed at the information on his phone]* .. wait... Laura just posted on Facebook she is going to be in town this weekend- that's pretty sweet. *[Bringing his attention back to Mentor]* soooo what's up?

Mentor (Bud): I need you to listen to what I'm saying, I'm here to help you.

Protégé (Johnny): Ah, *[disgusted]*, you're not going to blather on about dumb stuff? My last mentor would not, stop, complaining. I don't know what the guy wanted from me. I think he just liked to listen to himself talk, it was weird. He was really old, and just did not get it, ya know?

Mentor (Bud): Well, I am sure he meant well.

Protégé (Johnny): Nah, this guy would get all worked up, and he would act like he was totally cool except this vein would pop out of his forehead and I would ask him if he was chill... That guy had problems I guess his wife left him for a hair stylist named Demetrius....

Mentor (Bud): *[taking control of the conversation]* So, you want to get involved with some of our clients?

Protégé (Johnny): Yeah, what's that one client?

Mentor (Bud): Are you talking about Olivia? She is a new client and it is important that we foster a healthy business relationship with her. She is looking to expand her product line and is interested in getting a trademark licensing agreement with Femma Hair Care. Have you ever written a licensing agreement before?

Protégé (Johnny): Sorry, what was the last part of what you just said?

Mentor (Bud): I was asking you if you have ever drafted a licensing agreement before?

Protégé (Johnny): I did a few during my internship last summer, I'm sure I could figure it out.

Mentor (Bud): Well I would be more than happy to walk you through how our firm likes to draft these types of agreements.

Protégé (Johnny): Nah, I've got it, I went to Emory Law School. I had Prof. Holbrook. I think I can handle a simple licensing agreement.

Mentor (Bud): OK. But like I said early, I'm here to help.

Protégé (Johnny): I'll be OK.

Mentor (Bud): This should give you an opportunity to get familiar with the client and her business, and you can then attend the meeting and we can discuss the next step in the process. It will be a good experience for you. Here is all the information you need to draft the agreement [hands packet to Protégé]. We meet with her on Monday; do you think you will have the agreement ready?

Protégé (Johnny): I guess.

Mentor (Bud): Ok, I look forward to seeing you Monday and don't forget to keep track of your hours.

(Third Scene) Second Formal Meeting between Mentor and Protégé:

[Protégé walks into the office, late and distracted with his mobile device.]

Mentor (Bud): Hello Jonny how was your weekend?

Protégé (Johnny): It was twisted, got a killer hang over though. I am trying to put my fantasy football team together so I am a little busy right now. *[a moment is taken to finish the text and look up at the Mentor]*.

Mentor (Bud): Well, I was wondering if you were able to finish the licensing agreement we talked about in our last meeting. We have a meeting with the client in 30 min and I would like...

Protégé (Johnny): *[Protégé's mobile device goes off]* Oh, hold on.

Mentor (Bud): I would like to be able to have the client look over the Agreement.

Protégé (Johnny): Yeah, it's done....mostly. *[Protégé hands Mentor a stack of papers]*.

[Mentor shuffles through the papers.]

Mentor (Bud): Is your time sheet is in here as well?

Protégé (Johnny): Yep. The licensing agreement took some work, but it's there, it should be fine.

[Mentor sensing the hesitation takes a closer look at the work]

Mentor (Bud): Did you this while you were working on your fantasy football team?

Protégé (Johnny): Um, maybe...How did you know?

Mentor (Bud): Well, in the preamble of the contract you state that this contract is by and between Ochocinco and Femma Hair Care.

Protégé (Johnny): Whoops.

Mentor (Bud): Our clients licensing name is Olivia Olive Oil and Olivia needed a Trademark Licensing Agreement and, unfortunately, not a Software Licensing Agreement.

Protégé (Johnny): That's not what you told me in the last meeting. YOU said software agreement, that's what you told me.

Mentor (Bud): Johnny I'm pretty confident I told you it was a trademark licensing agreement.

Protégé (Johnny): Well that's not what I remember. This isn't my fault, I'm just the new guy who was doing what he was told.

Mentor (Bud): Johnny this is a pretty big deal. We have a meeting with the client in a few hours and she is not going to be happy with me when I have to tell her that her licensing agreement is not ready yet.

Protégé (Johnny): I just did what I was told. You should've given me some feedback on it before today. If anyone asks me I'm going to say that this is what YOU said to do.

Mentor (Bud): Your time sheet also says you spent forty hours on the agreement? It shouldn't have taken more than a few hours.

Protégé (Johnny): Well it took me a little longer.

Mentor (Bud): I'm not trying to say that you aren't being honest, but I have to sign off on these time sheets and my boss is going to question this as well. If they find out you lied on your time sheet that is a serious offense.

Protégé (Johnny): I'm not lying. You are just trying to get me in trouble because you messed up this licensing agreement.

Mentor (Bud): We will have to talk about this later. We will have to redo this agreement later but for now we have to explain to our client what happened. I'm sure that you understand that work like this would make our client very unhappy. Part of your lesson for tonight will be learning how to manage clients and their expectations. Let's get going.

Paula Greenfield Washington, Ph.D. is the President and Managing Partner of The WomentorSM Group, LLC. Dr. Washington was awarded one of the first two Ph.D.'s in Women's Studies in 1995 from Emory University, and has taught a variety of undergraduate and graduate courses for the Department of Women's Studies at Emory. Dr. Washington also served as a research fellow with the Center for Leadership and Career Studies at the Goizueta Business School as well as on Emory's Commission on the Status of Women and the President's Advisory Committee on the Emory Women's Center. She was also appointed one of the first Dean's Teaching Fellows. Dr. Washington served as Chair of the [Emory Center for Women](#) from 2003-2004. Dr. Washington recently served (2009-2011) on [Emory University's Board of Visitors](#). She also currently provides consulting and training to the [Laney Graduate School](#) and [Emory Alumni Association's Alumni Mentor Program](#), the first such program at any University in the United States. Dr. Washington has also just been selected to serve (2011) on the [Emory Alumni Board \(EAB\)](#), an advisory board with working committees which partners with and oversees the activities of the Emory Alumni Association (EAA) to meet the mission of the EAA.

Dr. Washington has recently been selected (2011) as one of [Emory University's 175 HISTORYMAKERS](#). This honor is a part of Emory's 175 year celebration, and has been given to 175 Emory HISTORYMAKERS for their contributions and leadership in assisting Emory University develop and implement its overall vision and mission to ensure its continued example of a vision for our world where we are all inquiry-driven, ethically engaged and committed to working collaboratively for constant positive transformation.

Dr. Washington's numerous papers and publications include: "Who Cares Who's the Boss: Gender and Leadership in Corporate America"; "Feminism Embracing Diversity"; and "CEO Leadership Style and Its Relationship to Corporate Culture". Prior to completing her doctorate at Emory University, Dr. Washington spent over 15 years in private and public sector service.

She was Special Assistant in the Carter Administration to former Secretary of Labor, Alexis Herman and co-authored [Voices for Women](#) for the Women's Bureau's 60th Anniversary Celebration. After the Carter Administration, Dr. Washington joined a labor relations consulting firm and was a lead negotiator in the historic Operation Push/Coca-Cola Reciprocity Agreement that provided jobs and contracts to minority and women-owned

businesses. She also developed the strategic diversity participation plan for MARTA's expansion in Atlanta.

Dr. Washington also holds an MBA in Marketing and Business Law and a BA in Political Science from the University of Texas at Austin. She served as Assistant Director of the Center for Human Resources at the University of Texas, a nationally acclaimed labor market research center founded by former Secretary of Labor, Ray Marshall. She also co-authored Stepping Up: Placing Minority Women into Management and Professional Jobs, a book based on a pilot demonstration project that placed over 1500 minority women in managerial, professional and technical occupations in companies that had previously employed no minority women in those positions.

Dr. Washington's company, THE WOMENTOR GROUP, LLC has also made presentations and created customized training tools for such clients as THE IBM SOUTH AFRICA WOMEN'S LEADERSHIP COUNCIL, COCA-COLA, THE ATLANTA SEMESTER: WOMEN, LEADERSHIP & SOCIAL CHANGE AT AGNES SCOTT COLLEGE, SHELL INTERNATIONAL, XEROX CORPORATION, U.S. SOCIAL SECURITY ADMINISTRATION, UNIVERISTY OF BERLIN, DELOITTE & TOUCHE, GEORGIA TECH, ECKERD CORPORATION, WORKING WOMAN, BORDERS AND THE U.S. DEPARTMENT OF LABOR, WOMEN'S BUREAU. A recent project involved pilot project with the DOL WOMEN'S BUREAU AND THE OFFICE OF DISABILITY EMPLOYMENT PROGRAMS in four cities to train women with disabilities to prepare them to start their own businesses. The training manual developed by Dr. Washington is titled "ABLE OWNERS: THE WOMEN WITH DISABILIES PROJECT".