



Utah Law Student Mentoring Program

*Empowering historically underrepresented students
to thrive in the legal profession*

2021 PROGRAM MANUAL



Table of Contents

Introduction	2
Acknowledgements	2
Procedural Overview	3
Getting Started: Mentee Checklist	5
Getting Started: Mentor Checklist	6
Initial Meeting Guide	7
Mentoring Plan	8
Mentoring Plan Form	9
Core Curriculum Activities	10
Area One: Building Community	10
Area Two: Exploring Careers	12
Area Three: Developing Professional Skills	14
Frequently Asked Questions	16
Contact Us	18

Introduction

The Utah Center for Legal Inclusion (UCLI) is dedicated to advancing diversity, equity, and inclusion in Utah's legal profession. UCLI strives to enhance organizational inclusion, facilitate educational opportunities and professional enhancement for students and attorneys with diverse backgrounds, assist in eliminating bias in Utah's justice system, and track the progress of legal inclusion efforts throughout the state.

This mentorship program is designed to build a sense of belonging in Utah's legal community, to expose mentees to a wide range of career opportunities, and to help in developing the necessary professional skills to succeed in law school and beyond.

Throughout this program, the mentor and mentee will work together to build a relationship of trust. The purpose of these relationships is to provide transparency into Utah's legal profession and to support mentee success in law school and the legal profession. It is recommended that the mentor and mentee meet at least once a month and participate in the activities suggested in this manual.

The success of this program is wholly dependent on the commitment of both the mentor and the mentee. We are confident that those involved will benefit from their mentorship relationship. We also hope this program will foster a desire on the part of mentees to join Utah's legal community.

Acknowledgements

This handbook is modeled on the Wisconsin State Bar's Mentoring Program Manual and the Oregon State Bar's New Lawyer Mentoring Program Manual.

Procedural Overview

TIMELINE

January - February 2021	Members enroll in program Deadline for enrollment is February 26, 2021
February - March 2021	Match Mentors and Mentees
February 17-28	Mentor Webinar Training (available here)
March 4, 2021	Opening Social
March - August 2021	Mentoring partnerships hold initial meeting and begin relationship. Meetings held once per month; times determined by each partnership. Outreach, support, and surveys will be conducted to elicit feedback and suggestions from participants.
August 1, 2021	Midterm Matching Social
August - December 2021	Groups hold initial meeting and begin mentoring relationship. Meetings held once per month; times determined by each partnership. Outreach, support, and surveys will be conducted to elicit feedback and suggestions from participants.
December 17, 2021	Closing Social

ENROLLMENT

Members interested in participating in the Utah Law Student Mentoring Program can submit an application (accessible at <https://www.utahcli.org/mentoring/>).

DURATION

The program runs during the calendar year—January through December. Meetings between the mentor(s) and mentee(s) are mutually determined by their schedules; partnerships should meet at least once per month. Formal mentoring partnerships will rotate approximately every six months, but informal mentoring with former mentors/mentees is highly encouraged.

DESIGNING THE MENTORING PLAN

The Mentoring Plan includes core concepts and experiences that will introduce mentees to key aspects of being successful as a lawyer. Each activity revolves around one of three main pillars: building community, exploring careers, or developing professional skills. See pages 8-15 for the Mentoring Plan.

During the initial meeting, the mentee and the mentor should review the elements of the Mentoring Plan.

The Mentoring Plan may include as many practice area activities as the mentee and mentor agree are practical, but it is recommended that the plan include at least five (5) activities from the provided core curriculum.¹

The mentor alone is not expected to personally address all of the Mentoring Plan elements, but rather should serve as a conduit to the larger legal community for the mentee. If the mentor knows a member of the community particularly well-suited in one area, he or she can arrange for the mentee to work with that individual on an item.

COMPLETING THE MENTORING PLAN

The Mentoring Plan should be completed in approximately six (6) months. It is expected that the mentee and mentor(s) will meet regularly and allow sufficient time to review and discuss the various experiences and activities that make up the Mentoring Plan. Mentees may choose to complete some of the activities in small group settings rather than by individual discussion. Similarly, programs offered through sections, divisions, local or specialty bars, may be used to address some of the activities found in the Mentoring Plan.

MATERIALS DESIGNED TO MAKE PARTICIPATION AS EASY AS POSSIBLE:

- A. Mentee Checklist, see p. 5
- B. Mentor Checklist, see p. 6
- C. Initial Meeting Guide, see p. 7
- D. Mentoring Plan Form, see p. 8-15
- E. Frequently Asked Questions, see p. 16

ETHICAL CONSIDERATIONS

Ensure that you are familiar with The Rules of Professional Conduct. Be mindful of confidentiality, power dynamics, and conflict of interest issues when participating in your mentoring relationship.

We encourage mentors to choose student experiences wisely, obtain client consent when appropriate, and take measures to protect client confidentiality, including discussing confidentiality best practices with each mentee.

¹ The activities listed in this handbook are not exclusive; the mentee and mentor may choose to supplement the listed or substitute others that they identify as basic competency skills. Similarly, if the mentee is interested in a substantive area for which no activities are suggested, the mentee and the mentor may customize the Mentoring Plan to build basic skills in that area.

Getting Started: Mentee Checklist

Sometimes the hardest step is getting started. The checklist below will help ensure you are prepared for your initial meeting at the opening social with your mentors. Remember: this relationship is a two-way street. It's important that you put in the legwork to get the most out of your mentors' time. Take initiative and be flexible.

Complete these steps prior to initial meeting:

- Review the "Initial Meeting Guide" (see p. 7);
- Think about goals you would specifically like to develop further (i.e. client development, time management, courtroom skills);
- Identify core curriculum concepts that interest you (see p. 10-15);
- Once you meet your mentors, research and learn more about them.

REMEMBER:

A mentoring relationship should not be viewed as the following:

- An opportunity to ask for employment; however, asking for career advice is acceptable.

Getting Started: Mentor Checklist

The checklist below will help ensure you are prepared for your initial meeting with your mentee. The mentee is responsible for contacting you and setting up the initial meeting. If you have not heard from your mentee, please reach out to them.

Complete these steps prior to initial meeting:

- Review the “Initial Meeting Guide” (see p. 7);
- Watch the Webinar Training video, available [here](#);
- Identify anything you would like to learn from or impart upon your mentee.

REMEMBER:

- You have a wealth of information to share. Think back to what helped you most along your career path and in law school. Share lessons you learned, mistakes you made, strategies for success, and things you wish you would have done.
- There is so much that lawyers do not learn in law school. Share practical tips you have learned along the way that will help your mentee acquire skills to be a better professional.
- Listen to your mentee’s questions. Work to foster a learning environment where she or he feels comfortable asking questions.
- Introduce your mentee to lawyers, judges, and others in the legal community. It is your professional network that will be instrumental in providing another type of learning opportunity to your mentee.
- Your mentee may want to learn about areas in which you have no experience. Reach out to others to assist your mentee.
- If you encounter a situation where a law student may need additional support, direct them to their on-campus counseling and wellness centers where mental health services are provided.

At BYU, these resources can be found here:

[Counseling and Psychological Services](#)
[Student Wellness](#).

At the University of Utah, these resources can be found here:

[University Counseling Services](#)
[Center for Student Wellness](#);
[Huntsman Mental Health Institute](#)

At the Utah State Bar, these resources can be found here:

[Lawyers Helping Lawyers](#)

Initial Meeting Guide

WHAT	MENTOR	MENTEE
Come prepared	Learn what you can about your mentee prior to the initial meeting.	Learn what you can about your mentors prior to the initial meeting.
Define goals	Listen. Ask questions.	Come prepared with several key goals, for your career and mentoring period.
Share career story	Briefly share your career story, including a discussion about your mentors. If you did not have mentors, discuss how it affected your practice.	Listen. Ask questions.
Discuss goals/needs	Be prepared to adjust your expectations to meet the specific needs of your mentee.	Give thought in advance to what you want out of the program and how to communicate that to your mentor(s).
Set expectations and boundaries	Agree on general time expectations, preferred communication, etc. Be available for unexpected challenges that your mentees face.	Agree on preferred communication practices and time expectations. Be respectful of your mentors' time limitations.
Establish regular meeting times	Inform your mentee of your time commitments and general schedule; agree on a method and frequency for communication between scheduled meetings.	Commit to organizing your time so as to make efficient use of mentoring meetings. Be considerate of your mentors' schedules.
Prepare the mentoring plan	Review the plan components. Discuss your mentee's career goals and any adjustments to meet their individual needs.	Review the plan in advance and be prepared to discuss your career goals and any other goals you have for the relationship.
Agree to be candid about any problems	Explain that you will inform the mentee if a problem arises in the mentoring relationship, or if a desired result is not being achieved.	Explain that you will inform the mentor(s) if a problem arises in the mentoring relationship, or if a desired result is not being achieved.
Understand where to seek support	Review UCLI's contact information in case you need any additional support or guidance (page 15).	Review UCLI's contact information in case you need any additional support or guidance (page 15).

Mentoring Plan

The following pages contain the Mentoring Plan, suggested core curriculum area activities, and suggested practice area activities. The mentors and mentee should consider these pages when filling out the Mentoring Plan. The pair should select five (5) activities total from any of the three (3) core curriculum activities, to be completed during the mentoring program. Mentors and mentees are encouraged to be broad, expansive and creative in how they select the activities.

Further, it is not the expectation that the mentors directly lead each and every experience outlined in the Mentoring Plan. The mentors assure that the mentee gains access to people and professionals that will support his or her career goals, and reinforce development of a professional, ethical and competent law practice. Quite frequently, mentees may get more value out of exploring key concepts with someone more directly involved or knowledgeable about that area. For example, in a large firm, understanding of billing practices or trust account management may be handled by the accounting department, with the mentors simply confirming that the curriculum element was addressed.

Mentoring Plan Form

The Mentoring Plan should be filled out and agreed upon during the initial meeting. The pair should discuss what each hopes to gain from the relationship and brainstorm activities that will further their professional development.

Fill out the Mentoring Plan with five (5) activities to accomplish throughout the mentoring program. Please note, this list may change as the relationship continues throughout the program. The purpose of the Mentoring Plan is to start the conversation between the mentee and mentors while giving mindful direction to the relationship.

Activity	Date Completed
1.	
2.	
3.	
4.	
5.	
(6.)	
(7.)	
(8.)	

Core Curriculum Activities

Mentors and mentees should choose five (5) activities from any of the Core Curriculum Areas below and add them to the Mentoring Plan.

AREA ONE: BUILDING COMMUNITY

1. Asking the right questions of mentors and sponsors
 - a. For the mentor(s): Direct your mentee to get the most out of your mentor relationship. Share appropriate methods of contacting and communicating with sponsors.
 - b. For the mentee: Make a list of questions for your mentor and respond appropriately to the answers you receive.
 - c. Hold a Q&A session. Discuss the questions of the mentee. Have the mentor answer questions that they wish someone had answered earlier in their career.
2. Networking
 - a. For the mentor(s): Introduce the mentee to other lawyers and staff at your workplace.
 - b. For the mentee: Update your resume and have a general cover letter outline prepared. Have your mentor review these materials.
 - c. Discuss the importance of networking. When is a good time to start networking? How can you meet people through other people? What are effective networking strategies? How can you ensure that networking efforts translate to meaningful relationships?
3. Sharing stories
 - a. For the mentor(s): Share your story of making the decision of going to law school and then your experience entering the legal profession after graduation.
 - b. For the mentee: Share your story of getting to law school and what your plans are for after graduation.
 - c. Discuss general getting-to-know you information and review how to identify oneself as both an individual and a legal professional.
4. Identifying high-return-on-investment (ROI) involvement
 - a. For the mentor(s): Consider how you are involved in the legal community, whether it be with an affinity group, Bar section, trade association, or something similar. How have you decided what groups to join? How have you decided what groups not to join?
 - b. For the mentee: Consider how you are involved in your professional or academic community, and how you may continue contributing to your community throughout your career. How might you find new opportunities? How will you decide what to do?
 - c. Discuss the importance of identifying the best involvement opportunities for each individual lawyer. Are there groups that are particularly helpful in certain practice areas? What are the benefits and potential drawbacks of certain groups or associations? What are your passions or interests that are relevant to these decisions?
5. Maintaining relationships with law school classmates
 - a. For the mentor(s): Consider the impact your law school classmates had on your law school experience as well as your career following graduation. What should your mentee prioritize in building and maintaining these relationships?

Utah Law Student Mentoring Program

- b. For the mentee: Reflect on the relationships you are building with your law school classmates and consider the impact they might have on you, whether professionally or personally. How can you build strong relationships with your fellow classmates?
 - c. Discuss the value of building community and networks at each stage of a legal career, including in law school and beyond. How will your law school classmates remember you? What can you do during your time in law school to build long-term relationships? How have you utilized law school relationships to the greatest effect?
 6. Getting to know your co-workers
 - a. For the mentor(s): Introduce your mentee to other lawyers and staff at your workplace.
 - b. For the mentee: Reach out to a classmate, fellow mentee, or professor that you do not know well and practice your networking/community-building skills.
 - c. Discuss the importance of having strong relationships at work.
 7. Maintaining (rather than burning) bridges when changing jobs
 - a. For the mentor(s): Consider and discuss any job changes you made during your career, the reasons for such changes, and the way you handled the transition.
 - b. For the mentee: Ask questions about why your mentor made a career change and lessons learned from the process.
 - c. Discuss the implications of working in Utah where the Bar is relatively small and many lawyers interact with another regularly, along with the importance of maintaining relationships even when changing workplaces. What factors should you consider in assessing whether to make a change? How should you handle unexpected changes of plan? What can you do to notify your employer about an upcoming change and make the transition as smooth as possible?
 8. Fueling volunteerism
 - a. For the mentor(s): Share an experience of getting involved with a community organization and why working with these organizations is important.
 - b. For the mentee: Find a local community organization to volunteer with during the month of your choosing.
 - c. Discuss why participation in a community is important and how it can be beneficial for both the community and local legal profession. Discuss a lawyer's professional obligations regarding the personal rewards arising from community and public service, i.e., acquaint the mentee with a law-related charitable organization or with programs in which lawyers in private practice can provide pro bono legal services.
 9. Bar involvement, including sections and affinity groups
 - a. For the mentor(s): Share your experiences with Bar involvement. If positive or negative, consider what contributed to either outcome.
 - b. For the mentee: Visit utahbar.org and do some research of the different Bar sections and affinity groups. Identify questions you may have about specific opportunities and best ways to get involved.
 - c. Discuss the potential value of participating with local, state, or national bar organizations and discuss opportunities that best fit the mentee's specific goals and interests. Introduce the mentee to others in the community through attendance at Bar events.
 10. Building relationships with opposing counsel
 - a. For the mentor(s): Consider how you've maintained good working relationships with opposing counsel and the benefits of doing so.
 - b. For the mentee: Ask questions about productive interactions and other best practices in working with opposing counsel.

Utah Law Student Mentoring Program

- c. Discuss the importance of civility and professionalism, along with the importance of one's reputation within the legal community. If appropriate, introduce your mentee to an attorney who has been opposing counsel in one of your cases or transactions.

AREA TWO: EXPLORING CAREERS

1. Recommendations for law school extracurricular activities and classes
 - a. For the mentor(s): Think about your extracurricular activities in law school, how you chose them, and which were particularly useful and for what purpose.
 - b. For the mentee: Identify your current activities and anywhere you'd like to learn more. Ask your mentor about opportunities for law students to get more involved in activities that also involve lawyers.
 - c. Discuss prioritizing and time management. Since students have to choose from a variety of great options, how can you best make those decisions and remain actively involved without overcommitting? Are there certain extracurriculars that may yield a higher return on investment than others, understanding that each student has different goals for these activities?
2. Financial planning for law students
 - a. For the mentor(s): Be transparent about how you were able to afford the costs of law school and what it was like paying off student debt, loans, etc.
 - b. For the mentee: Research scholarship opportunities that you may be eligible for, make a list of at least five (5) scholarships that could help you in completing your law degree. For examples, refer to www.utahcli.org/scholarships.
 - c. Discuss the financial burdens and benefits that come from pursuing a legal education and entering the legal profession. Discuss ways to avoid or alleviate potential financial burdens, including scholarships, budgeting, etc.
3. Shadowing
 - a. For the mentor(s): Allow your mentee to shadow you for a day. Provide a schedule of your day/week so that the mentee can get a feel for what a typical schedule looks like as someone in your field.
 - b. For the mentee: Ask your mentor about job shadowing in the legal profession. Search out an opportunity to shadow someone other than your mentor in the legal profession. Afterwards write down a list of insights from the experience and share with your mentor.
 - c. Discuss questions to ask when shadowing, how to achieve shadowing opportunities, and what to take away from these experiences.
4. Court visits
 - a. For the mentor(s): Share your most memorable court experiences.
 - b. For the mentee: Visit this website <https://www.utcourts.gov/alerts/> and attend court on three (3) different occasions. Record your experiences and share with your mentor.
 - c. Discuss courtroom procedure, expectations, and etiquette. Consider court proceedings where mentees may be invited to observe and discuss afterward.
5. Business development for your own personality
 - a. For the mentors(a): Discuss elements of your personality or other personal preferences that factored into how you chose your job and how you generate business if that is part of your job.
 - b. For the mentee: Make a list of your top 10 personal values/qualities and think about whether they align with the career(s) you may be interested in. Consider how you can plan now to build a book of business within different practice areas you may pursue.

Utah Law Student Mentoring Program

- c. Discuss different opportunities to meet potential clients and create steady referral sources. Discuss ways in which individual lawyers can highlight their specific competencies as part of a business development plan. Work-life balance
 - d. For the mentor(s): Think about how you practice well-being and balance in your own life. Consider ways to improve your balance between work-life and nonwork-life. Make a goal to improve your balance and share with your mentee.
 - e. For the mentee: Make a list of activities that you do for your personal well-being. Make a goal to improve balance in your life and share with your mentor.
 - f. Discuss the importance of making time for family, friends, and other personal interests. Discuss how planning and specific practices can help you maximize your potential at work and help you maintain well-being outside of your job.
6. Research experience
- a. For the mentor(s): If there is any current research that you are pursuing, ask for help in whatever capacity you see fit from your mentee.
 - b. For the mentee: Make a list of research experiences/opportunities you have had in the past and a list of research you are interested in. Share with your mentor.
 - c. Discuss the importance of research in the legal field and different types of research opportunities that the mentee can explore in order to maximize their ability to be successful legal practitioners.
7. Types of law
- a. For the mentor(s): Consider lawyers within your network who may be helpful for your mentee to speak with and offer to connect them.
 - b. For the mentee: Identify practice areas of law that you would like to understand better. Go to your mentor's LinkedIn profile, see if they have any connections with someone working in that field, and discuss connecting with them through your mentor.
 - c. Discuss practice areas of interest (administrative law; alternative dispute resolution; appellate practice; business law; civil litigation; constitutional law; criminal law; debtor-creditor/consumer law; environmental law; estate planning; family law; immigration; intellectual property; juvenile law; labor and employment; legislative and administrative lobbying; natural resources and land use; negotiation; real estate law; securities; tax law).
8. Nontraditional and lesser-known legal careers
- a. For the mentor(s): If you work in a nontraditional or niche career, share how you chose that path and how you got your job. Share the pros and cons of your job. If you do not work in a nontraditional job, consider any friends or other contacts that could provide insight into lesser-known options for those with a JD.
 - b. For the mentee: Ask questions if you know of a specific nontraditional career in which you're interested. Ask your mentor if she or he knows of other careers where a JD is preferred or would be useful.
 - c. Discuss the variety of options available to those with a law degree and the best ways to explore those careers and connect with attorneys in those careers.
9. CLE opportunities
- a. For the mentor(s): Consider the role that CLE play in your practice and share with your mentee.
 - b. For the mentee: Ask your mentor about the CLE that she or he has attended in the past year. Ask if your mentor has presented at a CLE.
 - c. Discuss the CLE requirements in Utah and how to choose from CLE options. Discuss the potential value in presenting at CLE sessions.

AREA THREE: DEVELOPING PROFESSIONAL SKILLS

1. Resume
 - a. For the mentor(s): Review your mentee's resume and provide feedback.
 - b. For the mentee: Review and update your resume. Share with your mentor(s).
 - c. Discuss the importance of keeping an updated resume and a resume's role in the hiring process. Discuss relevant experiences, necessary skills, and unique qualities. How can the mentee's experiences and qualities be synthesized to tell a compelling story?
2. Cover letter
 - a. For the mentor(s): Review your mentee's cover letter and provide feedback.
 - b. For the mentee: Write a mock cover letter as if you were applying to the job of your choice. Or write a letter for a specific job to which you are actually applying. Share with your mentor(s) and discuss their feedback.
 - c. Discuss how to appropriately address skills and interests in a cover letter and how to stand out from other applicants.
3. On-campus interviews (OCIs)
 - a. For the mentor(s): Provide an overview of the OCI process (format, expectations, significance, etc.)
 - b. For the mentee: Share any experience you have had with OCI and solicit feedback on improving your approach in the future. If you haven't participated in OCI, discuss best practices with your mentor(s).
 - c. Walk through common interview questions and workshop potential answers. Discuss the qualities of strong interview responses and interviewees.
4. Asking the right questions in interviews
 - a. For the mentor(s): Consider what questions an interviewee might ask that would offer the most important information to that individual. Brainstorm effective ways you have asked high-caliber questions.
 - b. For the mentee: Make a list of potential interview questions, this can be a list for your mentor or a general info list that can be adapted given the situation.
 - c. Discuss the value of preparing questions before an interview, what types of questions to prepare, and what types of questions to avoid.
5. Summer internships
 - a. For the mentor(s): Share any internship opportunities that you are aware of.
 - b. For the mentee: Reflect on past summer internship experiences and possible future jobs. Research summer internship positions for which you would like to apply. Discuss experiences and questions with your mentor(s).
 - c. Discuss benefits of summer internships. How can these internships help in exploring options, networking, and otherwise preparing to enter the legal field after graduation?
6. Difficult conversations: conflict resolution and self-advocacy in the workplace
 - a. For the mentor(s): Discuss how to handle challenging relationships in and outside the office, and how to develop a support system of colleagues and others with whom the mentee can discuss problems as they arise.
 - b. For the mentee: Identify conversations or negotiations at work that you foresee as being uncomfortable for you. Discuss with your mentor(s) ways to approach such situations.
 - c. Discuss how to navigate difficult conversations about pay, advancement, work distribution, feedback, etc.
7. Law school exam prep
 - a. For the mentor(s): Suggest tips/tricks for studying in law school. What was most helpful for you, what worked in helping you gain success on exams? Were there things you wish you had known earlier?

Utah Law Student Mentoring Program

- b. For the mentee: Make a list of study habits that work for you. Discuss law school-specific habits that may differ from other educational and professional settings.
 - c. Discuss study habits and any other tips for succeeding academically in law school. Discuss the nature of law school grading and potential ways to navigate the process no matter where a student falls in the ranking.
8. Bar prep
- a. For the mentor(s): Share your bar exam experience. What helped you to pass the bar?
 - b. For the mentee: Make a list of questions/concerns about taking the bar. Share with your mentor. Read about UCLL's bar prep scholarship [here](#).
 - c. Discuss scheduling and time management, how to handle stress, resources beyond law school to help prepare, and what to do once you have taken the bar.
9. "What you don't know about law firms"
- a. For the mentor(s): Make a list of aspects of working in a law firm that you did not understand or know before beginning your practice. Share with your mentee.
 - b. For the mentee: Ask any questions you might have about what it is like to work in a law firm.
 - c. Discuss law firm expectations and surprises.
10. Learning professional etiquette
- a. For the mentor(s): Explain customs and expectations of etiquette and behaviors within the legal community, such as cooperating with reasonable requests of opposing counsel that do not prejudice clients, punctuality in fulfilling professional commitments, avoiding offensive tactics, etc.
 - b. For the mentee: Think about building trust in past professional relationships and write a list of the most important qualities to become trustworthy (think specifically about those attributes you believe would be of value in the legal profession).
 - c. Discuss the mentee's list of trustworthy qualities, allowing for the mentor(s) to add any of their own. Share tactics for earning trust in the workplace and community. Discuss the significance of a lawyer's personal reputation.

Frequently Asked Questions

If you have a question that is not answered here, please contact the Utah Center for Legal Inclusion at ucli@utahcli.org or the Education Program Director at kacey@utahcli.org.

Overview

- ❖ Where would I find program materials, forms and resources?
 - All of our program materials, forms and resources can be accessed through Qooper, our mentor program software.
 - Link to download app: iOS [here](#); Android [here](#)
 - Link to join: [here](#)
 - Link to sign in: [here](#)
 - Please contact the Utah Center for Legal Inclusion ucli@utahcli.org or the Education Program Director kacey@utahcli.org for respective invitation codes.
- ❖ How does a participant enroll in the program?
 - To enroll in this program, mentors and mentees each fill out an intake form. These forms can be found at utahcli.org. Mentors can enroll [here](#); mentees can enroll [here](#).
- ❖ How do the mentor and mentee devise an appropriate mentoring plan?
 - At the beginning of the mentoring partnership, the mentor(s) and mentee can use the “Initial Meeting Guide” (p. 7 of this guide) to establish an appropriate mentoring plan. Throughout their formal mentoring time, they can adjust this plan as needed.
- ❖ What is the Mentoring Plan?
 - The Mentoring Plan is a tool to help facilitate productive and effective communication between the mentor(s) and mentee. It can be used as a guide, a reference, a suggestion, or merely a conversation starter: it is up to the partnership to decide.
- ❖ How much time will the Mentoring Plan require?
 - The Mentoring Plan should provide sufficient ideas to last the duration of the formal mentoring period (approximately 6 months).
- ❖ How long does the program last?
 - The program in its entirety will last throughout 2021. As this is the pilot year, each mentoring relationship will be split in the remaining 10 months of 2021. However, it is anticipated that future partnerships will be split throughout the entire year to six months per formal pairing. We anticipate and hope, however, that mentoring relationships will last for many years to come.
- ❖ Who are the mentors?
 - Mentors are practicing lawyers from all around Utah. They come from different backgrounds, specialties, law firms, career experience, and areas of expertise and interest.
- ❖ Who are the mentees?
 - Mentees are current law students at the University of Utah’s S.J. Quinney College of Law and Brigham Young University’s J. Reuben Clark Law School.
- ❖ Do mentors receive any special training?
 - Yes. All mentors participate in a formal mentor training program before the offset of the mentoring program itself.

Managing the Mentoring Relationship

- ❖ At the beginning of the mentoring period, who should initiate contact?
 - Ideally, mentors and mentees will meet at UCLI's Annual Opening Social and at the Midyear Pairing Social. During the initial meeting for each pairing, mentors and mentees should establish expectations for best methods of communication for the entire group. If participants' schedules do not allow them to attend the Opening Social, please coordinate with the Education Program Director, Kacey Sorenson.
- ❖ How much communication should exist between a mentor and their mentee?
 - Research suggests that mentoring relationships that communicate at least once per month are the most effective. Thus, we suggest making a plan for mentoring partnerships to communicate at least once per month over the course of their formal contact and as often as appropriate after the formal pairing period ends.
- ❖ What kind of mentoring relationships are there?
 - Mentoring relationships can be split into two main categories: formal and informal. In these relationships, the two main types of mentoring can also be split into two main categories: psychosocial and career development. In this program, we hope to provide a formal structure that can facilitate relationship-building that can result in long-term informal relationships, as these have been proven to be the most effective types of mentoring relationships.
- ❖ How is the mentoring plan monitored?
 - The Utah Center for Legal Inclusion is responsible for monitoring the mentor program as a whole, but individual mentoring partnerships are responsible for monitoring their own individual progress. If any assistance or support is needed, please contact UCLI at ucli@utahcli.org or the Education Program Director at kacey@utahcli.org.
- ❖ Can a law student have more than one mentor?
 - UCLI has designed this program for mentees to benefit from multiple mentoring relationships. Within one year, a mentee should be introduced to at least four mentors, with two in each six-month period. At any given time, however, the mentee will only have one formal mentor pairing.
- ❖ What happens if the law student needs to change to a different mentor?
 - If you need a different mentor, please contact the Utah Center for Legal Inclusion at ucli@utahcli.org or the Education Program Director at kacey@utahcli.org.
- ❖ What happens if a mentor becomes unavailable to serve?
 - If a mentor becomes unavailable to serve, please contact the Utah Center for Legal Inclusion at ucli@utahcli.org or the Education Program Director at kacey@utahcli.org.
- ❖ What if problems arise in the mentoring relationship?
 - If problems arise in the mentoring relationship, please contact the Utah Center for Legal Inclusion at ucli@utahcli.org or the Education Program Director at kacey@utahcli.org.

Contact Us

Our goal is to make this a meaningful experience for both mentees and mentors. We are interested in your experience, your feedback and your suggestions. Throughout the course of this program, you will be receiving surveys or personal outreach for your thoughts.

Should you have any questions as you proceed through the next year in this Mentorship Program, please contact:

Utah Center for Legal Inclusion
645 South 200 East
Salt Lake City, Utah 84111
(801) 746 – 5221
ucli@utahcli.org

Kacey Sorenson
Education Program Director
kacey@utahcli.org