![LSC logo] **LSC**
America's Partner For Equal Justice

Legal Services Corporation

Leadership Mentoring Pilot Program Report
Guidance for LSC Programs

December 2007

December 31, 2007

Dear Colleagues,

The Legal Services Corporation (LSC) is pleased to share with you our experiences and what we learned from the *LSC Leadership Mentoring Pilot Program.* LSC designed and implemented the *Pilot Program* to determine the elements of a leadership mentoring program that are most likely to support the development of a diverse corps of well-trained future leaders for the legal services community. Leadership mentoring is one proven method of developing leadership skills. A goal of the *Pilot Program* was to provide information to grantees to enable you to replicate the *Pilot* or to develop your own leadership mentoring activities.

Diversity brings innovation and strength to legal services programs and the increasing diversity of the client community has prompted the need for a more diverse workforce. LSC expects each program to have an active and authentic commitment to diversity and inclusiveness. At the time that LSC began to develop its leadership mentoring initiative in 2004, more than 40% of the executive directors of grantee programs had been in their positions for longer than 25 years. There were 114 male and 45 female executive directors. These realities illustrated the need to plan for deliberate leadership development and transition. Programs must develop an inclusive process for passing on the institutional knowledge, skills and other leadership capacities to emerging leaders within their respective programs.
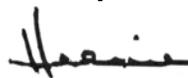
This guidance shares the *Leadership Mentoring Pilot Program* experience with LSC grantees and others. It is written to be an easy-to-use reference document to encourage you to incorporate leadership mentoring activities into your organization, if this is not already being done. The document explains critical elements of various mentoring models to encourage replication.

Leadership mentoring is a responsibility of the entire equal justice community. In designing the *Pilot Program* and its training curriculum, LSC worked with its partner organizations, National Legal Aid and Defender Association and Management Information Exchange. This joint effort reinforced the importance of leadership mentoring throughout the equal justice community and added value to the activities undertaken.

The future of legal services is full of potential. The emergence of diverse, well-trained, and culturally competent new leaders is cause for celebration and recognition that mentoring is critical to the full realization of that potential. It is our hope that this document encourages the development of leadership mentoring activities within your program and throughout the legal services community.

LSC will continue to be a resource for programs that wish to explore strategies for involving leadership mentoring activities in your work. We encourage you to make mentoring a significant part of your quality legal services program.

Sincerely,

Helaine M. Barnett
President

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LSC BOARD AND STAFF
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LSC PROGRAMS
A special thank you is also extended to the **LSC program Executive Directors and Boards of Directors** for support of the Pilot Program participants.

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Helaine M. Barnett, President
Legal Services Corporation
December 2007

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Background

The Legal Services Corporation (LSC) quality initiative supports and encourages the deliberate identification and cultivation of a well-trained, diverse corps of future leaders along with the creation of leadership opportunities for all levels of staff as a fundamental component of delivering high quality legal services. It is the most effective way of ensuring the continued strength, relevance and competence of legal services staff who are engaged daily with the challenges of providing access to justice to low-income clients.

The LSC Leadership Mentoring Pilot Program (*Pilot Program*) was created to focus attention on the importance of leadership mentoring and the purposeful development of leadership opportunities for all staff. It is one effort designed to assist programs in providing the necessary support for the development of well-trained, diverse, new leaders in a changing legal services environment. Client eligible populations continue to grow more diverse with the passing of each year. Long-time legal services leaders are reaching retirement age and legal services programs have newer staff members who are excited about leadership development and leadership opportunities.

In 2004, when LSC began to develop a leadership mentoring initiative, there were 145 LSC-funded programs. Data reported to LSC for 2004 revealed that for executive directors, the average years in the legal profession was 27.7 years and that more than 40% had been in their positions for more than 25 years. [1] At the next levels of senior management within programs, deputy director and director of litigation positions, similar patterns also were reflected. Additionally, gender and racial diversity within these management levels was significantly limited. [2]

This data demonstrated several concerns. While there had been a low rate of attrition in the position of executive director, it was likely that retirement was in the near future for a growing number. Data also showed that despite inclusiveness being a fundamental value of legal services, there was limited diversity in the executive management of programs. Data reported for 2006 is not substantially different.

In the coming years, LSC-funded programs will have opportunities to provide broader access to leadership activities to all staff. The deliberate development of well-trained, diverse, committed leaders will benefit LSC-funded programs, their clients and their communities, and programs will be better positioned to provide high quality, culturally competent legal services.

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[1] *Legal Services Corporation 2004 Fact Book*; and Appendix A, a chart of the 2004 demographics of upper/middle management in LSC-funded programs.
[2] LSC announced the launch of the Pilot Program in May 2005 at the Equal Justice Conference held in Austin, Texas. This statistical data on the demographics of LSC-funded program leadership was presented in support of the initiative. See Appendix B.

Program Overview

Initially, when developing the *Pilot Program*, LSC staff researched information on mentoring amassing the most current thinking of experts on workplace and leadership mentoring; acquiring information from the legal services community on the experiences of programs exploring or implementing leadership mentoring projects; and most importantly, defining LSC's goals and objectives for the *Pilot Program*. LSC worked in partnership with the National Legal Aid and Defender Association (NLADA) and the Management Information Exchange (MIE) to further develop the *Pilot Program*, drawing on their specific expertise to help develop and conduct the training curriculum.[3]

LSC created the following goals for the *Pilot Program* and each goal had detailed objectives to be achieved.

GOAL 1: To develop and evaluate mentoring and leadership development models that can be replicated and used by individual LSC programs in furtherance of providing quality legal services;

GOAL 2: To foster a recognition and commitment among legal services programs boards of directors and management, that the program and its clients ultimately benefit from the deliberate nurturing and cultivation of diverse staff to increase the leadership capacity within programs; and,

GOAL 3: To design and implement a mentoring and development model that will provide successful candidates the knowledge, skills, exposure, and analytical abilities to become a diverse corps of future leaders in the legal services community.

The *Pilot Program* used a formal mentoring structure and a series of processes intended to develop the skills and competencies of emerging leaders; create effective mentoring relationships; and, evaluate the results for the participants and the legal services community. LSC selected a diverse group of 10 mentors and 10 protégés to participate in the *Pilot Program*.[4] The design enabled LSC to explore two popular mentoring models: group and one-on-one mentoring.

The *Pilot Program* provided protégés with the opportunity to develop and sustain a relationship with an experienced mentor. Mentors provided confidential coaching, feedback, counseling, and professional development opportunities. Mentors and protégés were in contact through in-person meetings, email, listservs and telephone. Throughout the *Pilot Program* mentors and protégés were encouraged to communicate frequently and several opportunities for paired, mentor/protégé conversations were provided during the group sessions. The *Pilot Program* also afforded protégés the opportunity to network with other potential mentors and with peers.

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[3] See Appendix C for a complete overview of the *Pilot Program*.
[4] See Appendix D for graphs illustrating the diversity of the program participants.

A significant feature of the *Pilot Program* was the matching of participants across program, state and regional borders. There was value in having mentors and protégés come from different programs. Mentors were able to be objective and protégés were able to freely share challenges they were facing.

During training events that brought all of the mentors and protégés together, LSC modeled its group interaction on the specific substantive needs of selected protégés. Protégés were given the opportunity to interact with all of the mentors. The group mentoring activities allowed LSC to use the expertise of various mentors. Protégés were able to guide several of the training topics by submitting suggestions and areas of interest to LSC. The curriculum was then structured to address those topics of interest such as, board management, resource development, financial management and diversity.

An evaluation of the *Pilot Program* was designed to generate information to enable LSC to develop essential elements for leadership mentoring programs that could be replicated or adapted by grantees. The complete evaluation report contains supporting data and more detailed information about these and other evaluation findings.[5]

The evaluation highlights include:

- Mentoring programs require designated staff who have the time and authority to coordinate the program design, mentoring activities, training and other operational tasks;
- Effective mentoring relationships require the establishment of clear, explicit objectives and the implementation of specific guidelines regarding the type, content and frequency of contacts among protégés and mentors;
- Senior leadership of programs must be involved with and supportive of mentoring initiatives;
- A combination of one-on-one mentoring and group mentoring provides participants with the greatest benefits because it weds an intensive, tailored, one-on-one relationship with the insights and support generated through the interactions and dialogue among leaders with a range of experiences and expertise;
- Formal leadership mentoring programs are a valuable component of leadership development strategies in legal services because they intentionally help potential leaders develop essential skills rather than leaving this process to chance;
- Mentoring programs significantly enhance the leadership skills of protégés and mentors; and
- The LSC Core Competencies of Leadership or similar skills sets can provide a useful framework and learning tool for skills development.

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[5] See Appendix E for the full evaluation report.

The *Pilot Program* demonstrates that several components *ought* to be present in whatever model is used by a legal services program. They include:

- Understanding the Purpose and Values of the Initiative
- Ensuring Leadership Support
- Creating the Mentoring Relationship
- Mentor and Protégé Roles
- Developing the Best Program Model
- Training Curriculum and Activities
- Coordination and Evaluation

Understanding the Purpose and Values of the Initiative

For the *Pilot Program*, it was important to define what leadership meant in the context of the legal services programs and legal services delivery systems. The values LSC promotes are reflected in the *Core Competencies of Leadership,* adopted during the course of designing the *Pilot Program*. These guiding principles define leadership within legal services from LSC's perspective and are guidance on the leadership traits/characteristics to be promoted in emerging leaders. A program may choose to consider additional competencies based on its mission, goals or objectives.

LSC Core Competencies of Leadership

An Effective Leader:

♦ Possesses unquestioned integrity and adheres to the highest ethical and professional standards
♦ Develops, articulates and implements a vision for the organization
♦ Champions and models inclusiveness and respect within the organization and externally
♦ Develops leadership in others at all levels of the organization
♦ Communicates effectively to achieve organizational goals
♦ Strategically aligns the vision and core values with organizational goals
♦ Collaborates with partners to further the goals and objectives of the organization
♦ Welcomes change and effectively addresses the challenges of uncertainty
♦ Is creative and willing to try new ideas

Ensuring Leadership Support

Leadership mentoring needs the open support of program leadership to be successful. As with any new undertaking, it is important to communicate the goals, objectives and anticipated outcomes of the leadership mentoring activities and explain what these

activities are designed to address and the benefits to be derived by all. Clarity on purpose and goals will facilitate the recruitment of participants.

The role of the executive director and the participants' supervisors should be collaborative in all mentoring efforts, particularly when the activities involve more than one legal services program. A supervisor's input in the development of a protégé should be a part of the mentoring process, even if the supervisor is not the mentor. Supervisors are in a position to share with the mentor the development and evaluation of the protégé and provide insight on the strength and/or weaknesses of the mentoring activities from a perspective external to the mentoring relationship. Additionally, supervisors may gain a new understanding of the mentoring role from those who participate in the mentoring activities.

Creating the Mentoring Relationship

Characteristics of Effective Mentors[6]

When implementing a leadership mentoring initiative, it is important to consider the competencies and values of prospective mentors. Along with the LSC Core Competencies of Leadership, LSC also considered several other characteristics as important when selecting mentors.

Mentors should be active listeners, enabling them to hear, rather than presume or speculate, about what the protégés are expressing. Mentors should allow protégés to explore options, and allow for risk taking and failure.

Mentors should be able to provide the protégés with institutional knowledge of the system of civil legal services delivery. This is often overlooked but it is important that newer advocates have some context and knowledge about the history of legal services development and the values that support the delivery system. Mentors should also be competent in the technical skills they are modeling to protégés. In addition to the desire to serve as a mentor, an individual also needs to have adequate time to devote to the mentoring relationship.

Mentors should model work/life balance; model excellence rather than perfection; and have a willingness to be transparent in acknowledging their own imperfections. Successful mentors exercise self-control in their own frustrations and disappointments, and are capable of reading the verbal and non-verbal indicators of the state of mind of others.[7] Mentors should be skilled in networking – i.e., bringing people together and positively impacting others. Mentors should be trustworthy and adhere to the ethical principles of their profession. Mentors should respect the confidentiality of their relationships with protégés.

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[6] Based on the book, *The Elements of Mentoring* by W. Brad Johnson and Charles R. Ridley, the information in this section was discussed with the mentors in the *Pilot Program* during a workshop held in the first group session of the participants.

[7] Johnson and Ridley pp. 55-56.

Identifying Protégés

Everyone may not want a mentor. The selection of protégés should be guided by an understanding of the type of candidates who might benefit the most from being protégés in leadership mentoring activities.

LSC found that the most important indication of the protégé's readiness to be mentored for leadership was the motivation to take responsibility for personal growth and development. This is the person who seeks training and challenging new assignments, who initiates career-development plans, and who is demonstrating some of the core competencies.

Selecting Participants

As protégés and mentors are identified, the success of leadership mentoring activities depends on having an open and inclusive process that allows fair consideration of all who are interested and leads to the selection of the most suitable participants. Programs should reflect on and evaluate their selection process to ensure that the process is devoid of potentially discriminatory practices.

The application and selection process should define the minimum qualifications and requirements of the mentors and the protégés. Programs may find it useful to include other information as part of the application and selection process, such as letters of recommendation, writing samples or personal interest statements.

Matching Mentors and Protégés

The matching of mentors and protégés should be intentional. A mentor should be tentatively matched with a specific protégé after consideration of the experience, skills and knowledge desired by the protégé and the ability or competency of the mentor to provide guidance and support in those areas. Compatibility of styles and personality should be considered. Additionally, the program should retain enough flexibility to adjust tentative matches if they are not working after an agreed period of time.

To minimize potential conflicts, other considerations that should be addressed include whether a prospective mentor is within the hierarchy of supervisors that could conduct a performance appraisal of the protégé's work; whether the mentor's interaction with the protégé would interfere with or adversely impact the protégé's work in the organization; whether there is sufficient infrastructure to overcome distance when the mentor and the protégé are separated geographically; and, whether diversity between the mentor and protégé is beneficial to the goals, objectives and outcomes of the mentoring activities.

Once paired, the mentor and protégé should work out expectations and boundaries. Both should be aware of the benefits and the potential risks of involvement in the mentoring relationship. From the outset, the mentor and protégé should, to the extent possible, plan

for how their relationship will develop, how they will interact/communicate, how they will handle changes, and how they will conclude the relationship.

When the matching of mentors and protégés results in mentoring relationships with differences of gender, race, ethnicity, etc., these differences may or may not have an impact. If they do, they should be considered and openly discussed, consistent with a program's responsibility to have an open and inclusive work environment where staff and their contributions are valued.

Mentor & Protégé Roles

The Mentoring Agreement

Establishing the mentoring relationship is an additional component to already existing job responsibilities for both parties. As a result of the *Pilot Program* experience, the importance of having a written agreement between the mentor and protégé was recognized. The written agreement between the mentor and protégé is intended to clarify the role of the mentor and the goals of the protégé. This agreement is the foundation of their relationship and guides the development process and provides a benchmark for ongoing assessment. A sample mentoring agreement can be found in Appendix F.

Ending the Mentor/Protégé Relationship

Rarely do mentoring relationships last forever. Thoughtful planning about mentoring activities will recognize that there will be a point at which the mentor and protégé relationship should end. Moving on, with additional and improved skills, should be a positive experience symbolizing recognition of the achievements of the mentoring relationship. In many situations the relationship moves on to coaching on specific skills which maybe more appropriate for the former protégé's development.

Developing the Best Program Model

Leadership mentoring activities should not happen in a vacuum. They should reflect the work environment of the participants and they should address defined needs of staff. An important step, as previously noted, is to articulate the desired outcomes of the mentoring activities. There are numerous mentoring approaches to build upon and adapt to the specific needs of participants. LSC researched a broad range of mentoring approaches in developing the *Pilot Program*.

Leadership mentoring is an integral part of high quality legal services delivery. To implement successful leadership mentoring activities requires planning. Whether developing mentoring activities within an office, a single program or a group of programs, planning may include consideration of issues such as, procedures and guidelines for recruiting and selecting participants; matching mentors and protégés; informing important stakeholders; negotiating agreements; designing developmental goals; establishing learning objectives and training materials; coordinating activities;

communicating and giving feedback; and evaluating the initiative. The mentoring activities to be implemented will guide which of these issues must be considered.

The *Pilot Program* provided an environment to test and evaluate various models with the desire that programs will adopt a leadership mentoring model based on what it hopes to achieve through such an initiative. LSC explored variations of and borrowed elements from one-on-one, group and distance mentoring models. While each model may be used in its entirety, our experience recommends implementing mentoring activities that adopt elements of various models in order to meet the needs of the legal services program.

One-on-one mentoring involves pairing a mentor and a protégé together to establish a mentoring relationship. Group mentoring allows a program to expose multiple protégés to mentoring opportunities in a group setting. Distance mentoring uses electronic capabilities to connect mentors and protégés who are in different locations. These mentoring approaches are more fully explained in Appendix G.

Once a model has been designed and its implementation is underway, there should be ongoing support for the mentoring pairs or groups to assure that participants are gaining the benefits of the mentoring relationship and that the organization's objectives for the model are being achieved.

Training Curriculum and Activities

Comprehensive mentoring activities include a range of learning experiences. The *Pilot Program* was designed to include one-on-one and group mentoring. The mentoring pairs engaged in one-on-one mentoring activities on a regular basis, and these were almost completely directed by the pairs. There were also three group training sessions. A curriculum with a definitive set of learning objectives gave structure to the learning process. The curriculum explored topics of interest to protégés, along with other topics identified by LSC as skills and abilities to which future leaders should be exposed. LSC used a variety of resources throughout the *Pilot Program*. See Appendix H for a list of leadership mentoring resources.

One of the learning activities was the development of a private attorney involvement (PAI) plan based on a fictitious fact pattern. This project was selected because it gave the participants exposure to a range of issues that legal services programs currently confront and it was an issue that LSC's Board of Directors identified as an area of particular interest. The PAI project afforded participants the opportunity to be creative and to use skills they had developed in budget development and financial management, teambuilding, negotiations, public speaking, advocacy and collaboration.

Participants in the *Pilot Program* participated in a self-evaluation of their leadership skills and explored individual development plans to improve mastery of specific skills using the Leadership Practices Inventory (LPI), a 360-degree leadership assessment tool that helps individuals and organizations measure their leadership competencies and allowed protégés to assess their leadership skills through self-assessment and the

assessment of those with whom they work. The LPI activity received very positive feedback from participants. This was a very useful learning activity and this or a similar assessment activity should be considered for any mentoring activities that are undertaken.

Coordination and Evaluation

Coordinating and Overseeing the Program

The implementation role of a coordinator or manager requires good analytical skills and involves arranging the logistical details to support the mentoring activities. Responsibilities of a coordinator may include providing for the orientation of mentors and protégés, giving feedback to protégés and mentors, assessing the abilities of mentors and protégés to perform discreet tasks, and troubleshooting difficulties within a mentoring relationship.

The coordinator should be responsible for maintaining the commitment and engagement of the organization leaders in the mentoring activities. This includes promoting the mentoring activities and giving them high visibility when and wherever possible.

With mentoring activities on a larger scale, the coordinator should also be prepared to respond to external concerns, such as: sustaining support from the participating organizations, managing conflicts with other programs, and acquiring resources for developing staff.

Program Evaluation

Leadership mentoring activities should be evaluated at several stages to assure that the original goals and objectives continue to be the focal points and to make appropriate adjustments as needed. Several leadership mentoring activities that may be appropriate to evaluate include: recruitment and retention of participants; protégé development progress; costs of training and development; time spent on development activities, on reporting and on other administrative functions; impact of the mentoring activities on the workforce composition; and overall cost effectiveness. Ongoing evaluation is important; it will generate a vivid and contemporaneous record of the benefits of the leadership mentoring activities.

PART III – LSC LEADERSHIP MENTORING PILOT PROGRAM MODEL

Planning and Design

The *Leadership Mentoring Pilot Program* has allowed LSC to examine several mentoring approaches and models. LSC developed a checklist that shows items to be considered and is a compilation of best practices and lessons learned from the *Pilot Program*. Depending on the mentoring model being considered and the scope of the leadership mentoring activities, it is not necessary to complete each step. The list may be

used in whole or in part and in any order that works best for the activities under consideration. As previously noted, the *Pilot Program* used elements from various mentoring models. This mixing of elements afforded the most flexibility in meeting the needs of individual protégés. See Appendix I for the checklist.

Implementation

Other entities also have recognized the importance of developing a diverse corps of well-trained future leaders to ensure the continued growth of high quality legal services providers. This increased awareness of the significance of leadership mentoring is promoting new and expanded funding opportunities and collaborations. Bar associations, IOLTA programs, legal services programs, state and local governments, and other non-profits are potential partners and sponsors for leadership mentoring activities.

Different types of collaboration can provide necessary resources and enhance the quality of mentoring activities. Some examples are:

- Given their recognition of the impending retirements within legal services leadership over the next several years, IOLTA funders and bar foundations have a major stake in and can be a promising funding source for high quality mentoring programs, especially in states where these entities have some autonomy and discretion regarding the allocation of their funds. Specific funding opportunities may be available on the broad issues of recruitment and retention.
- Many local, state and national foundations provide funding and technical assistance for leadership development and mentoring.
- Implementing partial or smaller scale activities may be the easiest, most economical, and most effective first step to increase leadership mentoring in the legal services community. This approach entails incorporating leadership mentoring (or leadership development more broadly) into program activities and existing events, such as statewide meetings, project director's meetings, MIE trainings, NLADA conferences and training events, and the Equal Justice Conference.

Implementing mentoring activities at the program, statewide, regional, multi-state and national levels requires the consideration of several key issues, such as: the ability of protégés to establish trust with selected mentors; the availability of skilled mentors; the breadth of the learning experience that can be provided; financial costs; program staffing; time away from the office; the relationship of mentors to protégés' supervisors in the protégés' work environments; available resources; and available partnerships.

Thoughtful use of technology can significantly enhance the quality and cost-effectiveness of mentoring activities. Readily available technologies include conference calling, videoconferencing, on-line virtual trainings and meetings, and on-line training and informational materials. However, technology is a tool to be used. It is extremely hard to substitute technology for personal contact when mentoring. Personal contacts should always be a part of mentoring activities.

Pilot Program Observations

This report has combined information on mentoring activities generally and some aspects in particular about the LSC *Pilot Program.* There are several other important observations and considerations from the *Pilot Program* listed below:

- *A mentoring program should be developed with the flexibility to allow suggestions and modifications from participants.*

    The protégés took an active role in guiding their learning experiences. A successful development that grew out of the *Pilot Program* was peer mentoring. The protégés developed their own listserv that provided a separate framework to address concerns and provide support. Protégés engaged in monthly conference calls and developed ways to better structure their participation within the *Pilot Program.* The protégés submitted training topics to the LSC and provided suggestions for activities.

- *Ground rules are necessary to clarify shared expectations and provide the foundation for the relationship.*

    Regardless of the types of mentoring activities, everyone involved needs to be clear on the goals, objectives, expectations, and responsibilities. The *Pilot Program* did not require a written mentoring agreement between participants. It should have. A written agreement not only provides ground rules, but it gives a framework for recourse if expectations are not met by the participants.

- *The duration of the mentoring experience is critical.*

    LSC's experience indicates that a minimum of 18 months should be given to establishing and fostering solid mentoring relationships. Therefore, a program should make at least a two-year commitment to mentoring activities allowing for preparation, implementation and evaluation. Preferably, these activities will be fully integrated into the ongoing operation of the program.

- *The best approach to establishing a mentoring program is to combine elements of different mentoring models.*
    Data from the *Pilot Program* suggests that participants saw benefits to group, one-on-one mentoring and distance learning. Blending models allows a program to adopt the components of each model based on resources and needs of the participants.

- *Mentoring activities should be guided by the LSC Performance Criteria and the LSC Core Competencies of Leadership.*

  The LSC Performance Criteria include indicators to ensure LSC programs have effective leadership which establishes and maintains a shared sense of vision and mission, and emphasizes excellence, innovation, and achievement of goals, and objectives. Additionally, LSC programs should identify staff capacity for succession planning.

  The LSC Core Competencies of Leadership contain principles that seek to ensure integrity, vision, inclusiveness, leadership in others and creativity. Consistent with both, programs should provide opportunities for the development of a diverse group of leaders.

The potential benefits of a leadership mentoring program in the context of the legal services community has been demonstrated by LSC's experience. As the evaluation revealed, deliberate and strategic thought is essential to creating and implementing successful mentoring activities. Several different models may need to be considered.

PART IV – CONCLUSION

As with any pilot initiative, the *LSC Leadership Mentoring Pilot Program* faced many challenges and adjustments which helped shape the *Pilot Program* and strengthened the learning environment. The program was informed by suggestions and feedback from both mentors and protégés. Many lessons were learned and some mistakes were made. Overall, the *Pilot Program* was successful; participants benefited from their experiences and LSC received valuable data to share with all programs.

LSC met the *Pilot Program* objectives. We were able to examine and evaluate the benefits and impact of mentoring relationships. The *Pilot Program* highlighted characteristics that could apply to any mentoring program. The experiences from the *Pilot Program* stressed the need to set clear guidelines and expectations, focus on specific leadership development needs of participants, address practical challenges of participants, and implement a mixed mentoring model that combines one-on-one and group mentoring.

LSC encourages programs, consistent with the LSC Performance Criteria and the LSC Core Competencies of Leadership, to adopt leadership principles and provide mentoring opportunities that will develop a diverse corps of well-trained leaders in the legal services community. By undertaking these activities, programs will continue to build high quality capacity to address the challenges and opportunities of legal services delivery.

APPENDIX

A. 2004 Demographics of Upper/Middle Management in LSC-Funded Programs (Chart)

B. LSC Presentation at 2005 Equal Justice Conference – Mentoring: Developing Diverse Legal Services Leaders for the 21st Century

C. Overview of the LSC Leadership Mentoring Pilot Program

D. Diversity of Pilot Program Participants (Graphs)

E. LSC Leadership Mentoring Pilot Program Evaluation Report

F. Sample Mentoring Agreement

G. Mentoring Approaches

H. List of Leadership Mentoring Resources

I. Checklist for Developing a Leadership Mentoring Program

Appendix A:
2004 Demographics of Upper/Middle Management in LSC-Funded Programs

2004 Demographics of Upper/Middle Management
LSC Programs

	Caucasian		African-American		Hispanic		Native American		Asian/Pac Islander		Other		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Director(01)	91	26	13	12	6	3	1	2	3	1	0	1	114	45	**159**[1]
Deputy Director(03)	34	25	5	5	4	3	0	1	0	2	0	1	43	37	**80**
Director of Litigation (05)	35	20	2	2	0	2	0	0	2	1	0	0	39	25	**64**
Managing Attorney (07)	236	243	32	45	42	28	1	3	12	4	0	0	323	323	**646**
Supervising Attorney (09)	124	124	17	35	14	23	1	1	4	2	1	1	161	186	**347**
Staff Attorney (11)	631	1036	78	204	110	189	6	26	26	59	2	12	853	1526	**2379**

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[1] The number of executive directors includes 13 branch office directors and one co-director. Also some programs had reported two executive directors whose terms overlapped, each of whom served more than 6 months in 2004.

Appendix B:
LSC Presentation at 2005
Equal Justice Conference

Mentoring: Developing Diverse
Legal Services Leaders for the
21st Century

MENTORING: DEVELOPING DIVERSE LEGAL SERVICES LEADERS FOR THE 21ST CENTURY

2005 Equal Justice Conference
Austin, Texas
Thursday, May 5, 2005   3:30PM

LEGAL SERVICES CORPORATION
LEADERSHIP MENTORING PILOT PROGRAM
May 3, 2005

I.   Program Mission

In discharging the Legal Services Corporation's (LSC's) responsibilities as the national organization overseeing federally-funded civil legal services programs to ensure that its programs provide high quality legal assistance, LSC recognizes the need to develop a diverse corps of future leaders in the legal services community. Maintaining high quality in LSC programs now and in the future requires building leadership skills among LSC staff in grantee programs who have the potential to be future leaders in the legal services community. In order to best serve the clients of LSC's programs, the pool of potential future leaders should be diverse. One proven method of developing leadership skills is through mentoring. LSC is interested in assessing if and how a mentoring program would work in the legal services community. Therefore, LSC proposes to design, implement and evaluate the Leadership Mentoring Pilot Program, an 18-month pilot program to determine the elements of a mentoring program that are most likely to support the development of a diverse corps of future leaders in the legal services community. LSC expects that as an outcome of this pilot it will identify and develop guidelines on leadership development appropriate for its grantees to incorporate into their programs.

In designing the program and its training curriculum, LSC will work with its pilot program partner organizations. By doing this, LSC will develop a model for mentoring and leadership development that can be used by individual LSC programs or state justice communities.   LSC will evaluate the pilot program's design, implementation and outcomes. LSC will also assess the extent to which and how the pilot can be replicated or adapted by LSC grantees or other legal services entities.

II.   Program Objectives

A.   To help LSC gather information needed to develop a model leadership and mentoring program for training a diverse corps of future leaders which may be replicated or adapted at the national level or in the field;

B.   To identify core competencies and principles of leadership required to be an effective leader in the legal services community;

C.   To highlight for LSC grantees the importance of developing principles of leadership and implementing strategies to cultivate and encourage future leaders.

D.   To encourage participation in available leadership development programs (e.g., an LSC program, programs conducted by other entities) and to encourage grantees to undertake their own efforts in leadership development and mentoring. These efforts might include adapting and implementing the model developed through the pilot program;

E.   To identify challenges to developing diverse leadership that a mentoring program cannot effectively address, and to identify strategies that might address those challenges;

F.   To provide LSC with information that will prove useful in evaluating the quality and effectiveness of the management of its grantee programs;

G.   To support LSC's standards for diverse leadership within its grantee programs;

H.   To provide opportunities for the participants of the pilot program, through training sessions and other activities, to form lasting mentoring and peer relationships that foster useful training in skills necessary for effective leadership in the legal services community, which, thereafter the participants will then utilize in their respective programs to the benefit of LSC and the national legal services community; and,

I.   To encourage participants and similarly situated staff in other LSC-funded programs to seek leadership opportunities within the national legal services community and thereby strengthen LSC's national delivery system.

Comments and Questions should be submitted to:

Evora Thomas - Thomase@lsc.gov
Althea Hayward - Haywarda@lsc.gov
Carla Smith – Smithc@lsc.gov

Legal Services Corporation
Core Competencies of Leadership

The Personal Dimensions of Leadership

An effective leader:

- Has integrity, honesty, trustworthiness and the highest ethical standards;
- Develops and articulates a clear vision;
- Communicates effectively;
- Identifies and articulates core values for the organization;
- Is courageous and resilient;
- Inspires others;
- Has strong decision making and negotiation skills;
- Listens to other points of view, acknowledges mistakes and accepts change that benefits the organization; and
- Models his/her behavior to ensure that his/her conduct mirrors his/her values.

Develops, Facilitates and Inspires a Shared Vision

An effective leader:

- Engages people in a shared vision;
- Inspires optimism throughout the organization to achieve a new objective or execute a plan;
- Helps people see for themselves the organizations goals so they can continue to progress toward those goals;
- Maintains organizational alignment by communicating the vision and core values on a regular basis; and,
- Welcomes change and deals effectively with uncertainty.

Acquires the Knowledge, Skills and Abilities to Perform Management Functions

An effective leader has the management expertise necessary to:

- Identify and articulate appropriate objectives and budget adequately for them;
- Create and implement plans for achieving objectives;
- Organize resources (staff) necessary for the implementation of plans;
- Implement systems and processes to ensure adequate control; and,
- Evaluate and offer feedback on performance of the organization and staff.

<u>**Fosters an Inclusive Environment and One That Encourages**</u>
<u>**Leadership Development and Growth**</u>

An effective leader:

- Inspires others by appealing to their aspirations;
- Develops leadership in others at all levels of the organization;
- Fosters growth and risk taking in him/herself and others throughout the organization; and
- Celebrates successes of staff and teaches from failures.

<u>**Thinks Creatively, Strategically and Acts Tactically**</u>

An effective leader:

- Thinks strategically and develops a strategic plan or plans consistent with a clear vision;
- Has ability to think creatively; and
- Gathers significant and reliable information (data) and uses it effectively and appropriately.

<u>**Recognizes and Addresses Issues of Power and Difference**</u>

An effective leader:

- Manages diversity so as to create an environment that enables all persons associated with the organization to be productive, without advantaging or disadvantaging anyone.
- Recognizes and values client and community input;
- Cultivates cultural awareness and appreciation;
- Understands and speaks clearly about power and difference;
- Recognizes and values learning and communication differences;
- Is able to address internal, staff-to-staff issues dealing with diversity; and
- Understands and engages issues of diversity on a policy level as well as within the organization.

Maximizes the Message

An effective leader:

- Adapts to different audiences and venues and understands the necessity of variation in delivery as a requirement for an effective message.
- Skillfully handles public relations;
- Communicates effectively at budget and fundraising presentations; and
- Is able to adopt the message to different audiences.

Builds and Sustains Relationships and Collaborations

An effective leader:

- Builds relationships with stakeholders and is well-connected;
- Actively involves partners to further the goals and objectives of the organization;
- Is skilled at facilitating groups and conducting meetings; and,
- Works with and communicates effectively with people and groups within and outside of the organization.

NATIONAL SNAPSHOT OF THE STAFFING OF LSC GRANTEE PROGRAMS

This data has been drawn from Staffing Reports (E-Forms) submitted by LSC Grantee Programs as a part of their 2003 Grant Activity Reports.

A NATIONAL SNAPSHOT OF LSC GRANTEES BASED ON 2003 STAFFING REPORTS.

Of the **165** Executive Directors working for LSC grantees in 2003, the following chart indicates the diversity of those directors as reported to LSC.

Figure1

**2003 LSC Grantee Programs
Executive Directors By Race**

Legend:
- White
- African American
- Hispanic
- Native American
- Asian Pacific Islander
- Other
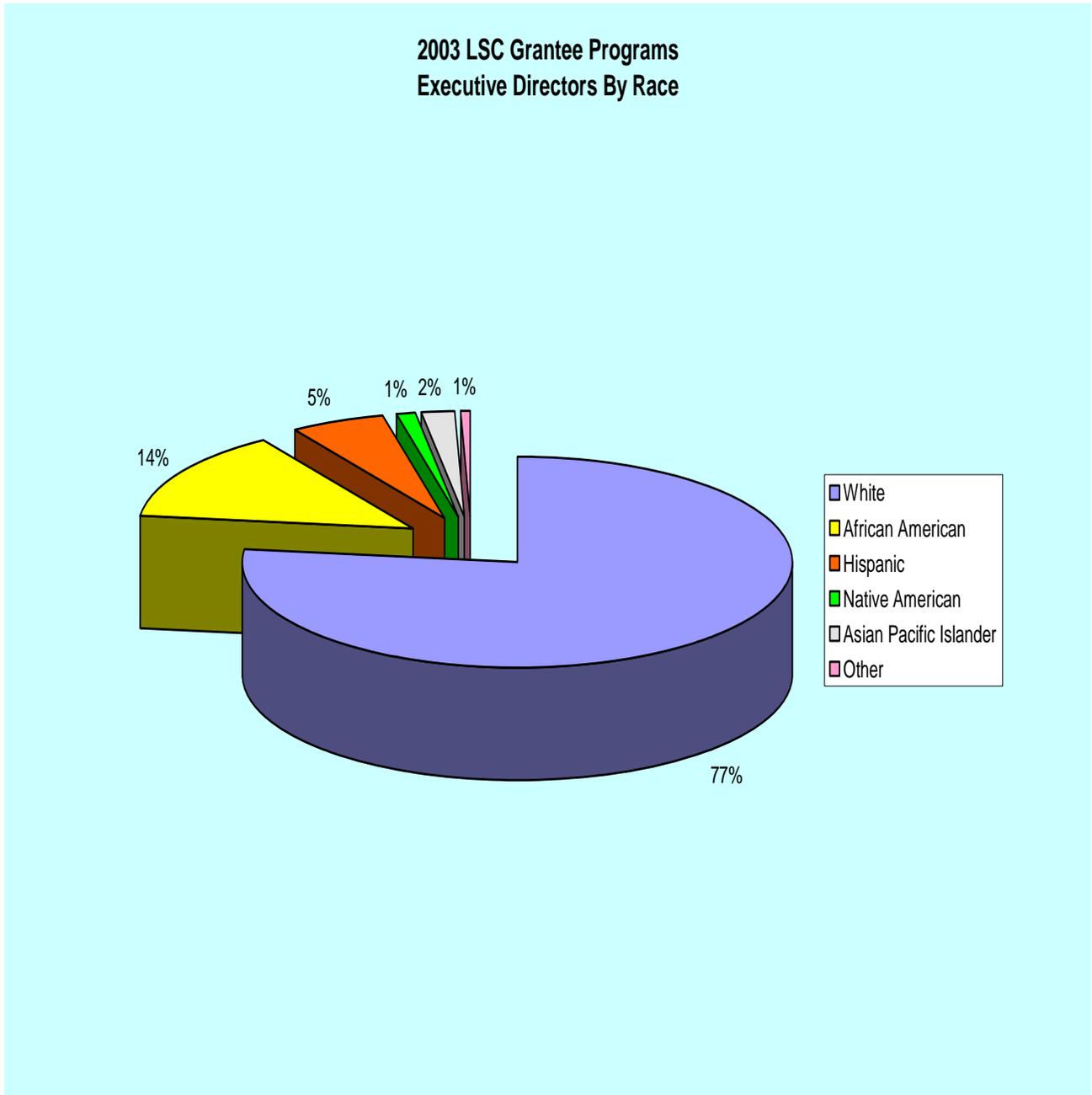
The following chart provides a snapshot of the gender of executive directors for the same reporting period.

Figure 2

2003 Distribution of Grantee Executive Directors By Gender

22%

□ Male
□ Female

78%
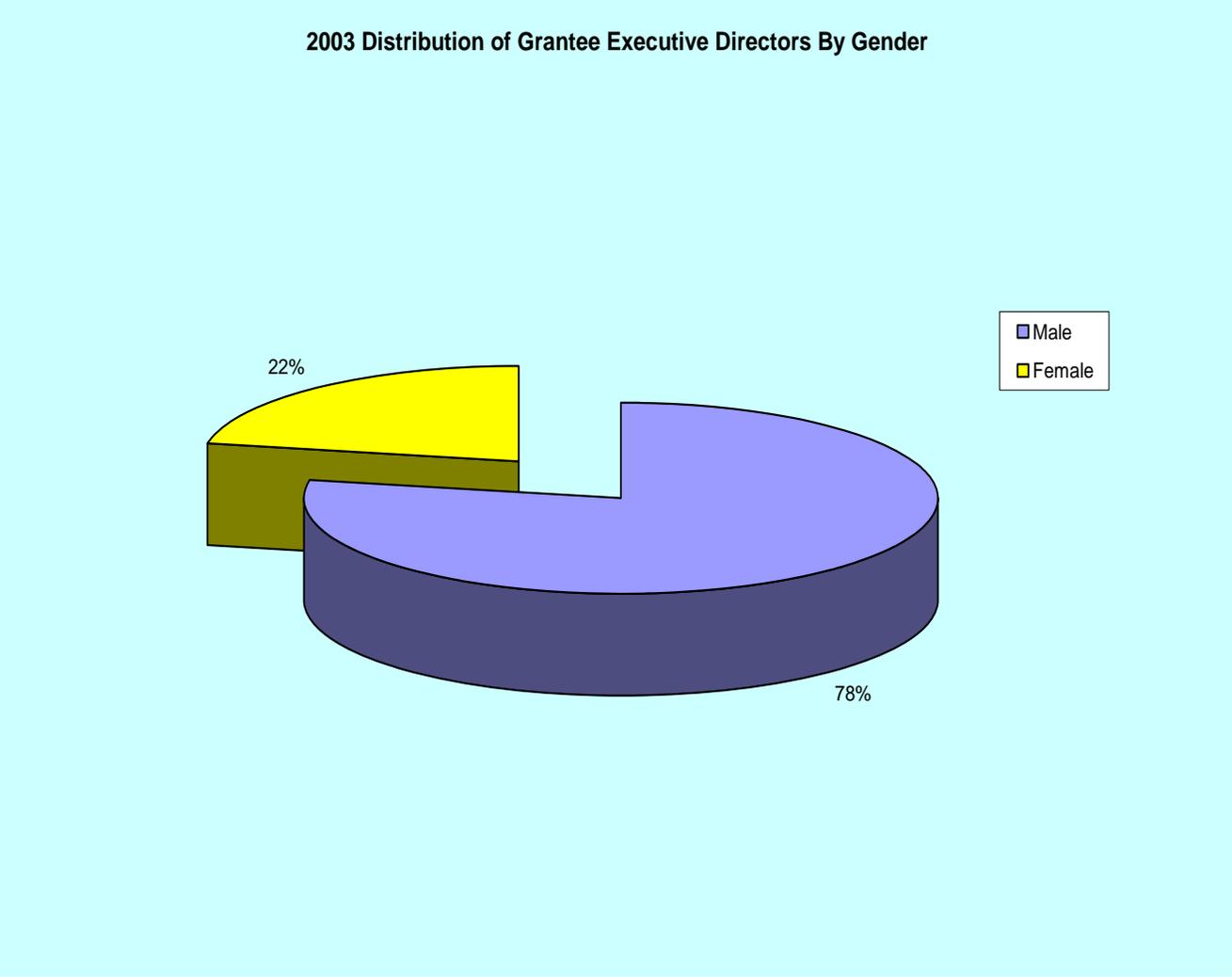
The following chart combines Race and Gender for the Executive Directors

Figure 3

2003 LSC Grantee Programs - Executive Directors by Race & Gender
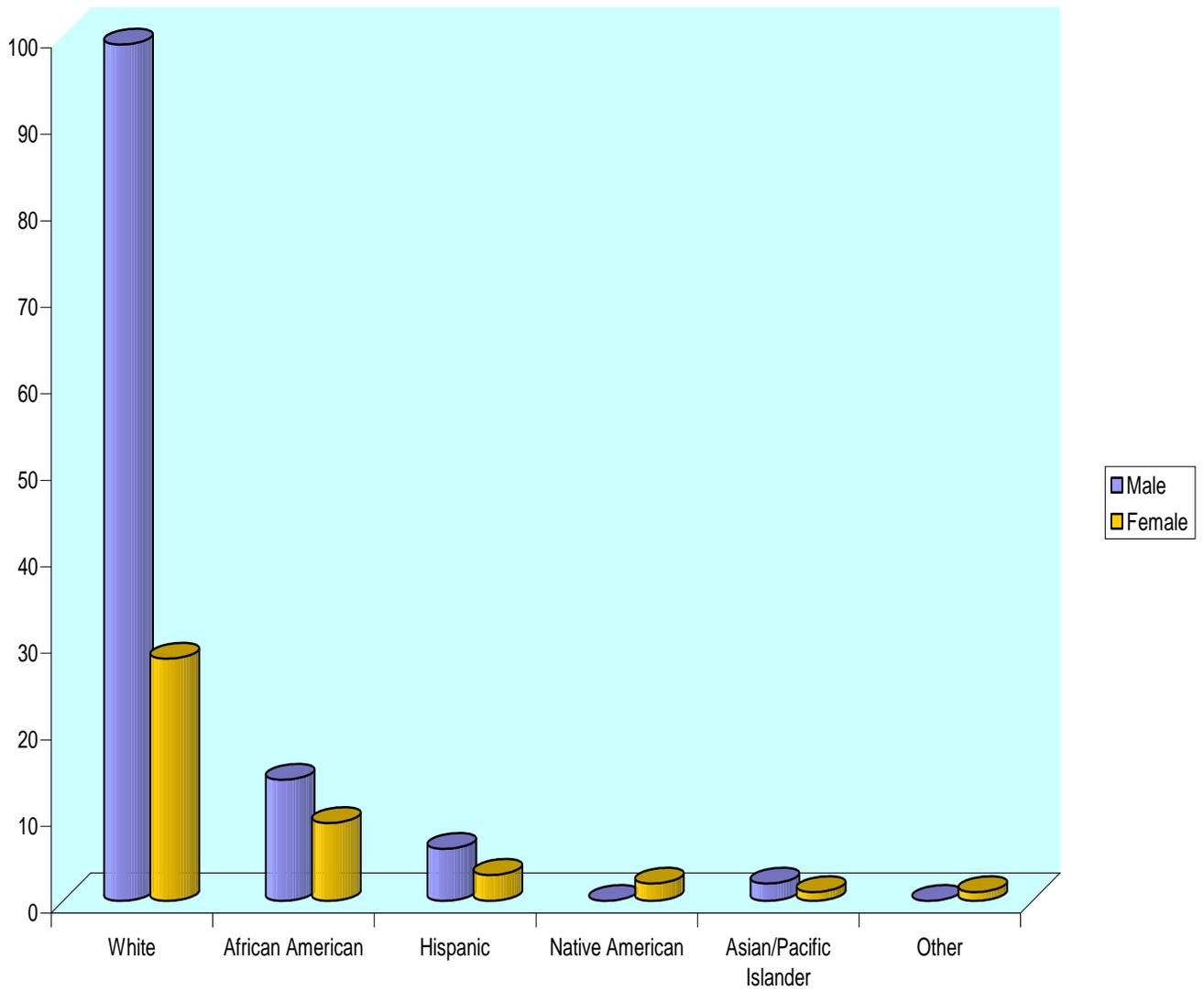
The following series of charts reflect the demographics of 1,047 attorneys holding mid-level management and supervisory positions.

Figures 4 & 5

2003 Grantee Attorney Middle Management By Race
(Includes Deputy & Litigation Directors, Managing and Supervising Attorneys)

Legend:
- White
- African American
- Hispanic
- Native American
- Asian/Pacific Islander
- Other

Values shown: 11%, 1%, 3%, 0%, 14%, 71%
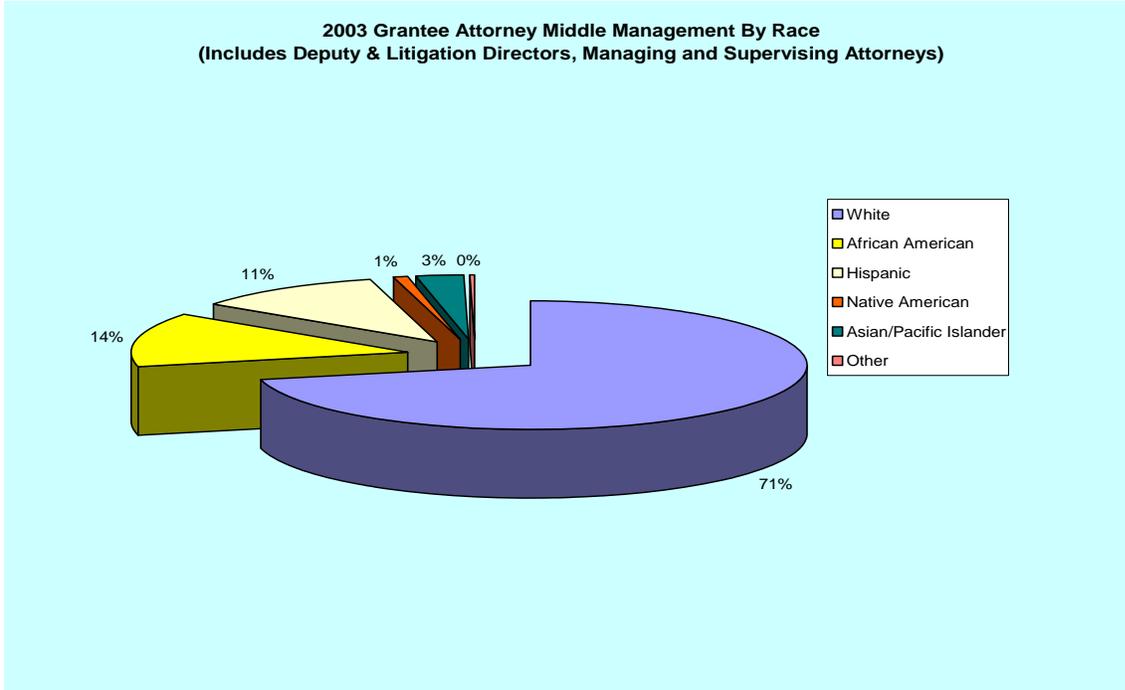
This chart combines both race and gender for attorneys employed as middle managers

2003 Grantee Middle Management By Race and Gender

Legend:
- Male
- Female

Categories: White, African American, Hispanic, Native American, Asian/Pacific Islander, Other
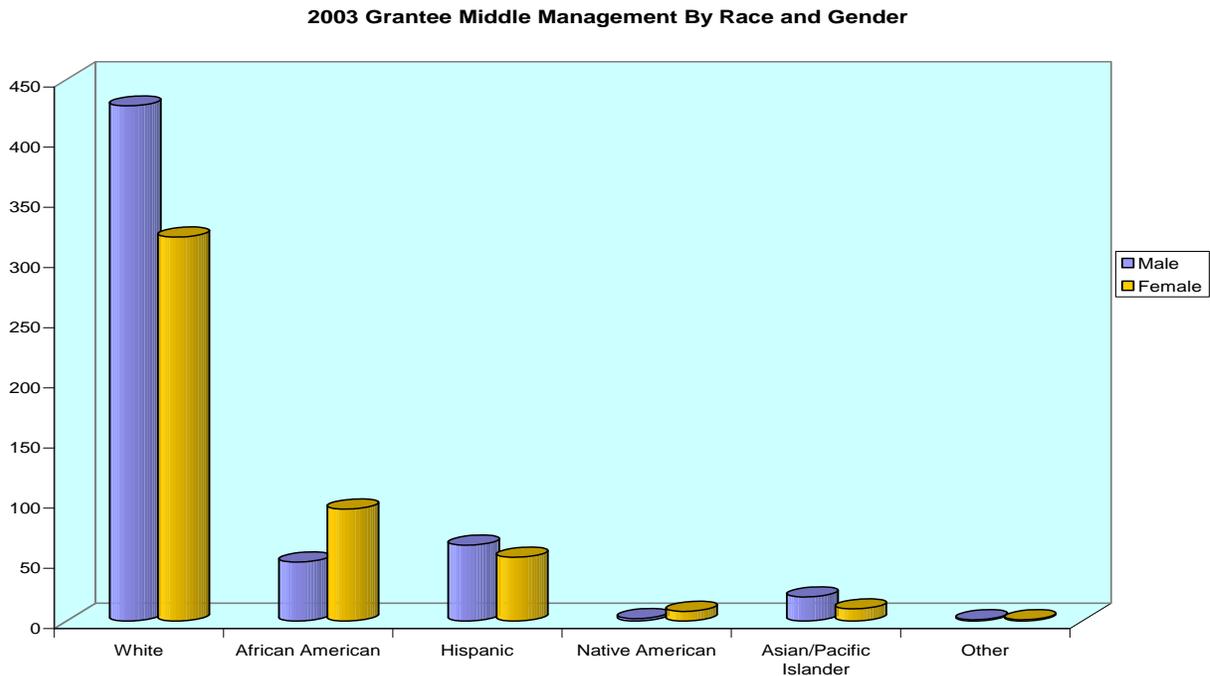
The following series chart the demographics of the 2,253 staff attorneys employed by LSC Grantee programs in 2003.

Figure 6

2003 Grantee Staff Attorneys by Race

Legend:
- White
- African American
- Hispanic
- Asian/Pacific Islander
- Native American
- Other

1% 4% 1%

14%

12%

68%

Figure 7

2003 Grantee Staff Attorneys by Race & Gender
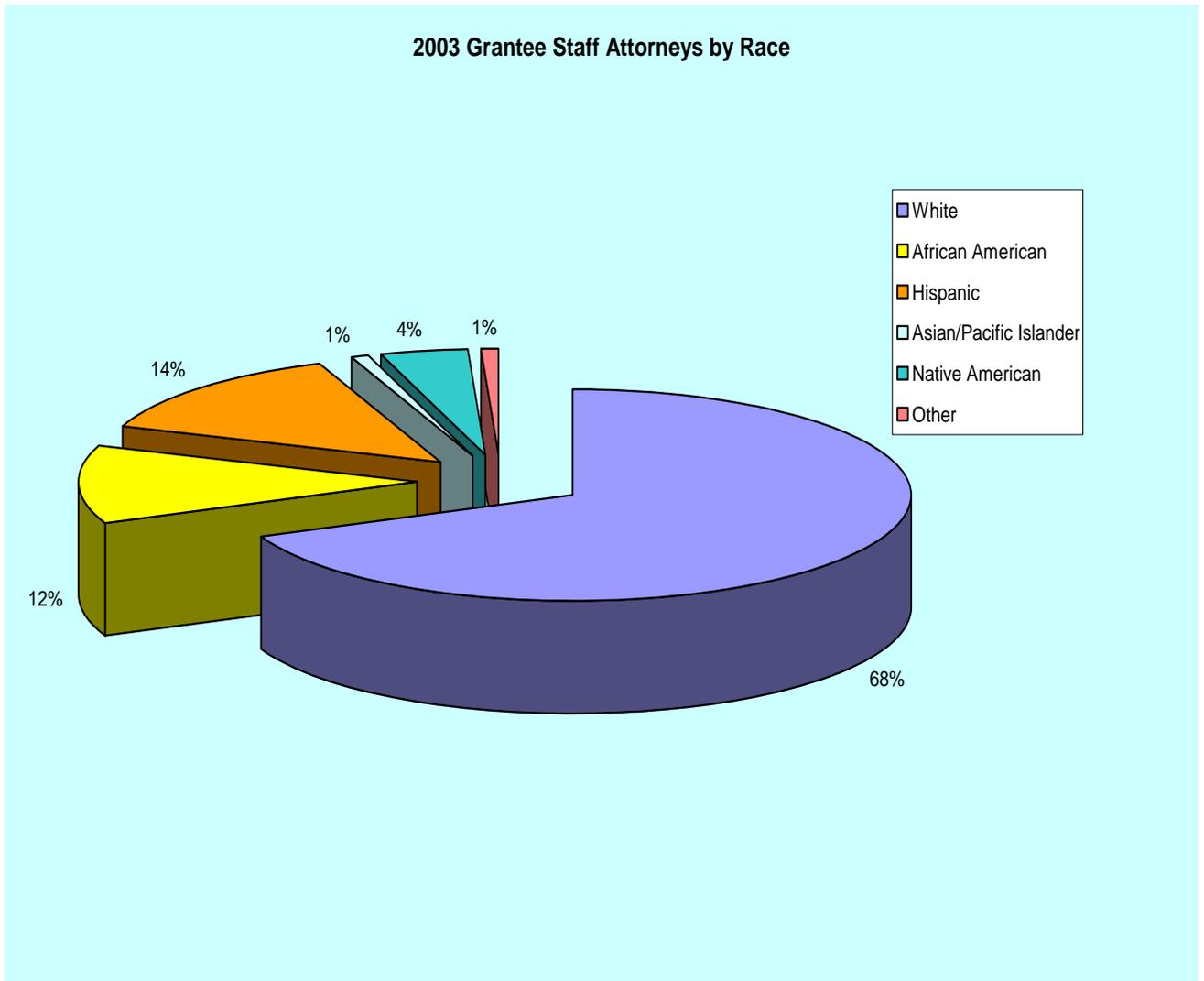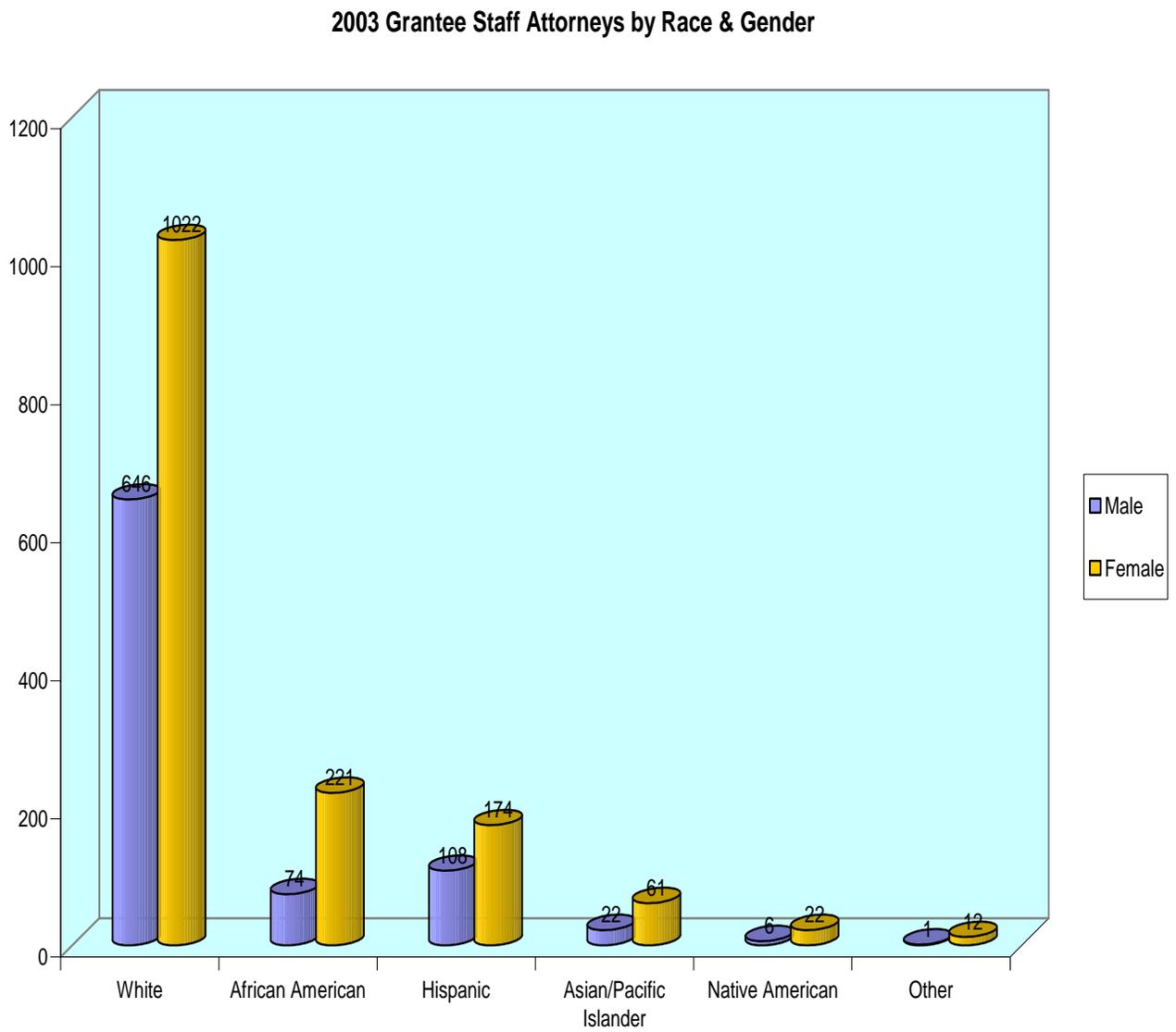
The following chart highlights the race and gender of all staff other than executive directors and attorney middle managers in 2003.

Figure 8

2003 LSC Grantee Programs - Other Staff by Race & Gender

Legend: Male, Female

Race	Male	Female
White	917	2810
African American	101	1228
Hispanic	283	1123
Native American	17	120
Asian/Pacific Islander	67	171
Other	8	25
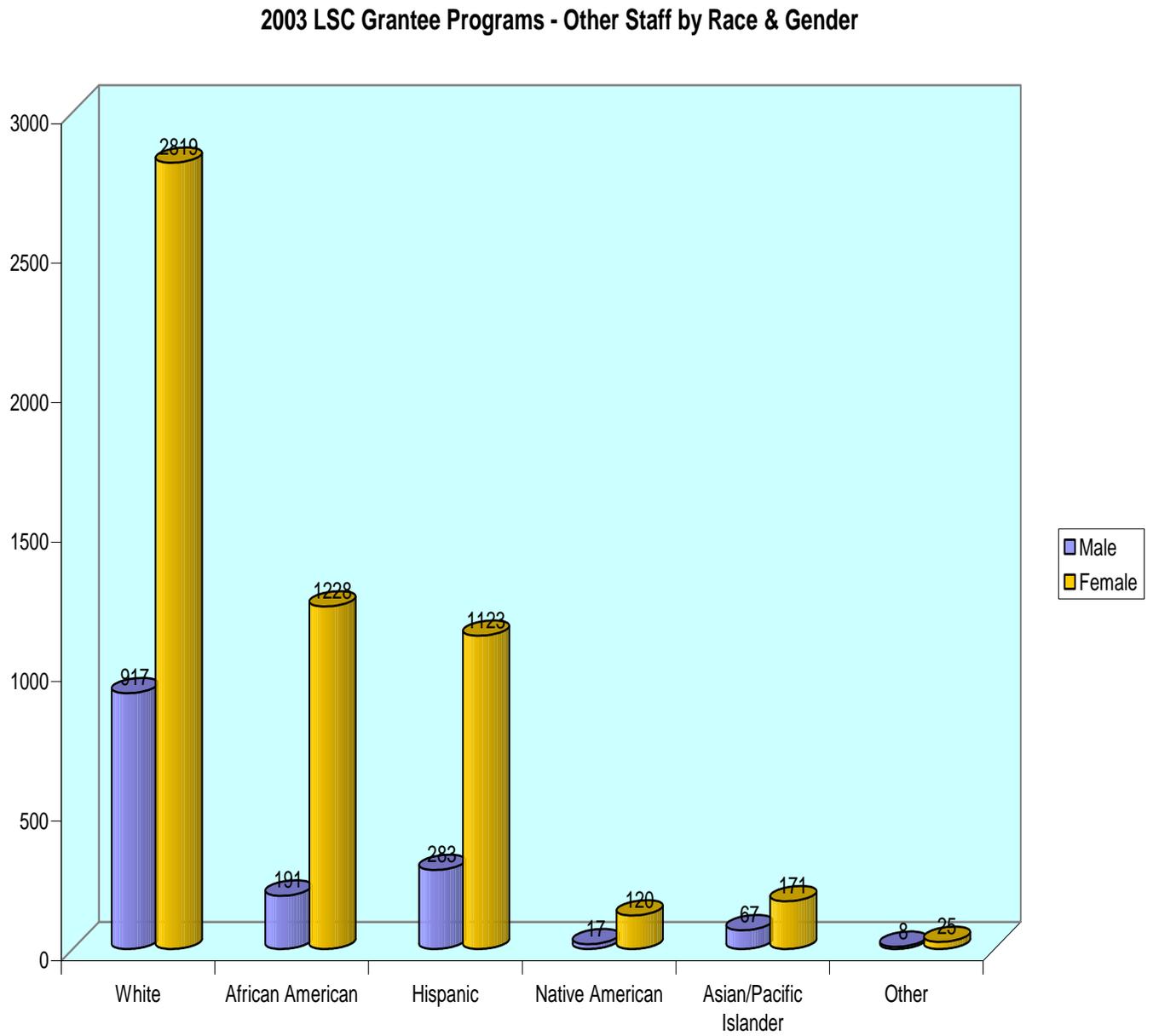
This graph shows the distribution of age of LSC Grantee program leadership and management in 2003.

Figure 9

2003 LSC Grantee Program Management and Staff Attorneys by Age
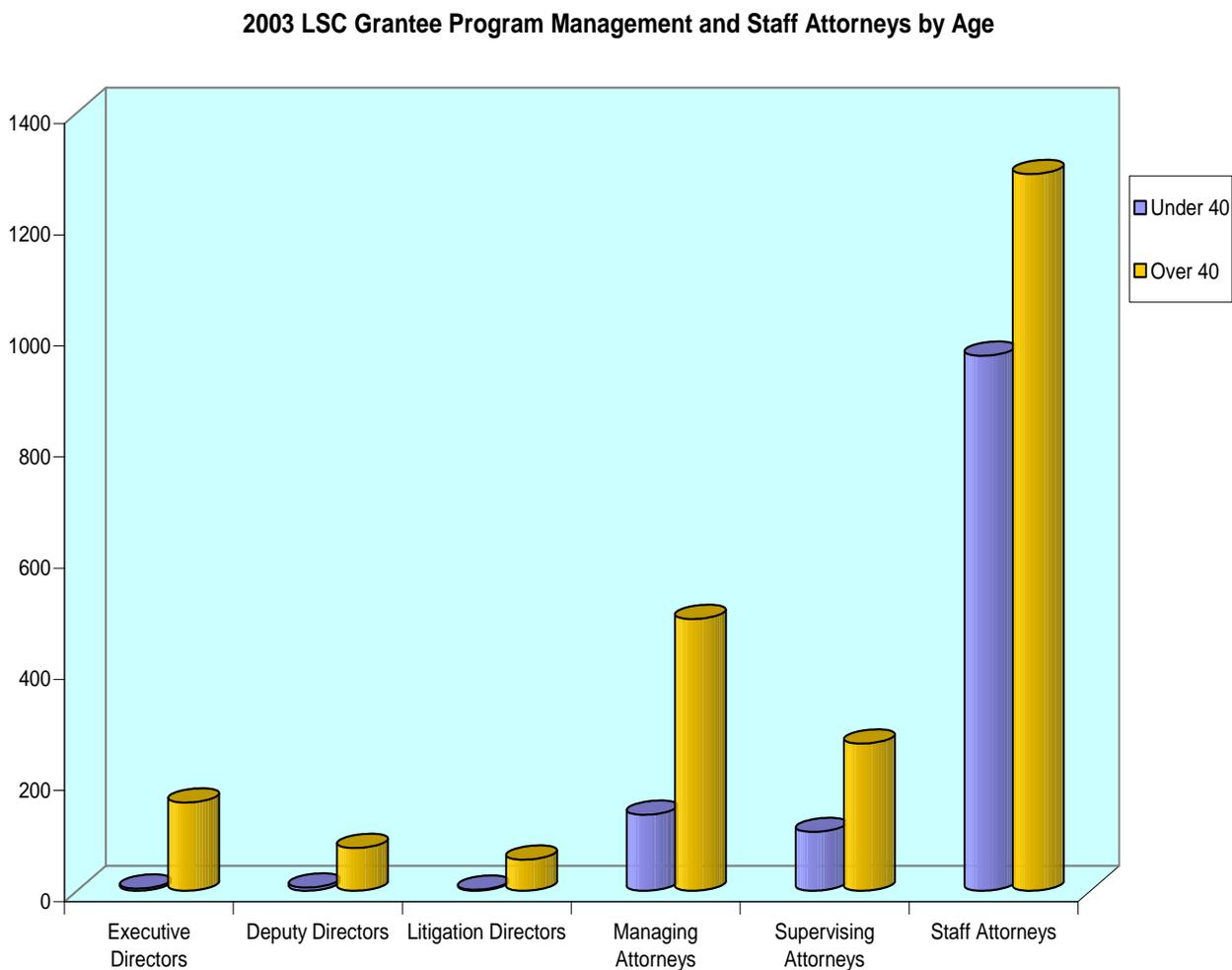
This graph charts the length of tenure in the position for executive directors and attorneys in middle management in 2003.

Figure10
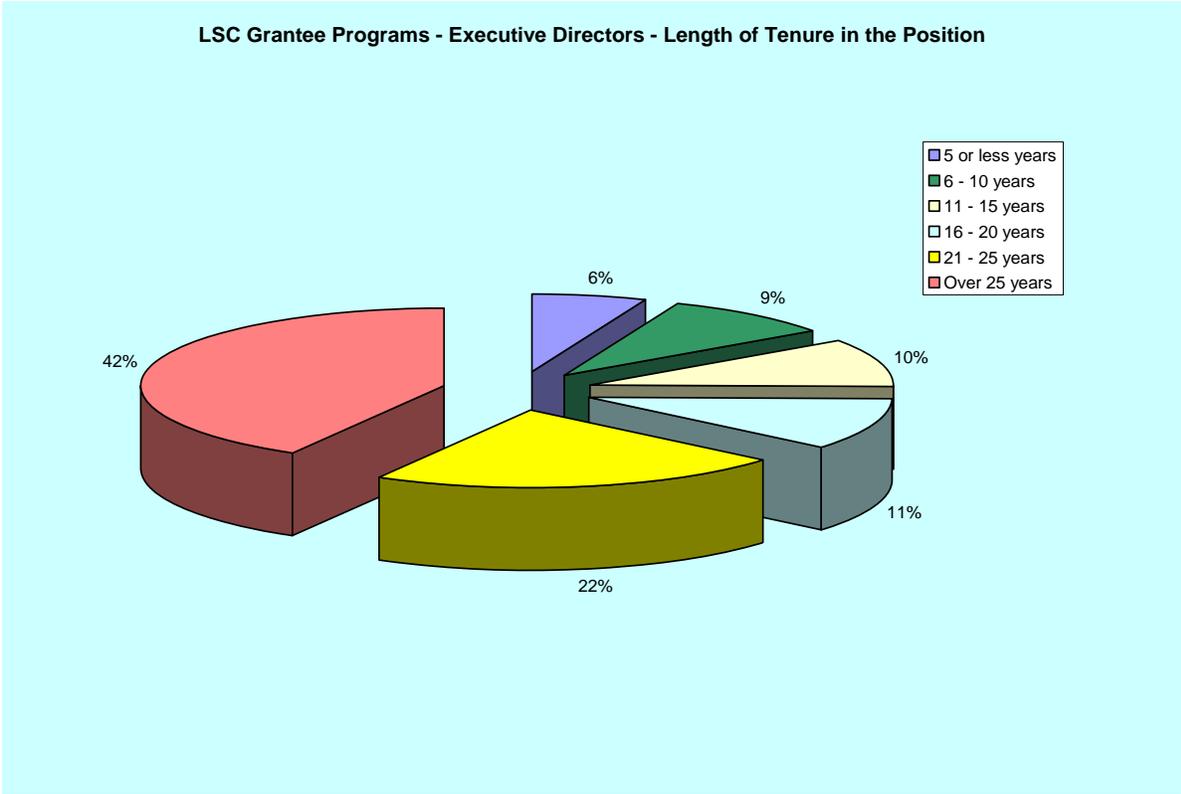
Appendix C:
Overview of the LSC Leadership Mentoring Pilot Program

LSC LEADERSHIP MENTORING PILOT PROGRAM
DESCRIPTION

Program Goals

The development and implementation of the LSC Leadership Mentoring Pilot Program, a research and demonstration initiative, will enable LSC:

1) To develop and evaluate mentoring and leadership development models that can be replicated and used by individual LSC programs in furtherance of providing quality legal services.

2) To foster a recognition and commitment among legal services programs boards of directors and management, that the program and its clients ultimately benefit from the deliberate nurturing and cultivation of diverse staff to increase the leadership capacity within programs.

3) To design and implement a mentoring and development model that will provide successful candidates the knowledge, skills, exposure, and analytical abilities to become a diverse corps of future leaders in the legal services community.

Program Objectives

Goal 1 Objectives:
- ➢ LSC will research and obtain information needed to develop a model leadership and mentoring program for training a diverse corps of future leaders which may be replicated, modified and used by LSC programs in the future.
- ➢ LSC will build the leadership mentoring models on core competencies and principles of leadership, and will, on an ongoing basis, evaluate their effectiveness in leadership development.
- ➢ LSC will identify challenges to developing diverse leadership that a mentoring program cannot effectively address, and identify strategies that might address those challenges.

Goal 2 Objectives:
- ➢ LSC will highlight the importance of developing principles of leadership and implementing strategies to cultivate and encourage future leaders.
- ➢ LSC will encourage participation in available leadership development programs (e.g., an LSC program, programs conducted by other entities) and encourage grantees to undertake their own efforts in leadership development and mentoring.
- ➢ LSC will support diverse leadership within LSC programs.

Goal 3 Objectives:
> ➤ LSC will help foster mentoring and peer relationships that enable the LSC Leadership Mentoring Pilot Program participants to develop leadership skills which participants can use to benefit LSC and the national legal services community.
>
> ➤ LSC will encourage participants and similarly situated staff in other LSC-funded programs to seek leadership opportunities within the national legal services community and thereby strengthen LSC's national delivery system.

Program Description

General

In consideration of the goals and objectives previously outlined, the LSC Leadership Mentoring Pilot will seek to examine and evaluate the benefits and impact of mentoring relationships. The LSC Leadership Mentoring Pilot Program will seek to use appropriate technology to provide a range of opportunities for mentors and protégés to interact. Participants will benefit from collaborative learning through several mentoring events, including training events, brainstorming opportunities and mentoring relationships. These mentoring relationships will include traditional individual mentoring and group mentoring based on substantive skill development.

Over the course of the LSC Leadership Mentoring Pilot Program, the mentoring pairs will be studied. Successful applicants will build one-on-one mentoring relationships as well as have opportunities to engage in full group mentoring relationships. An on-going analysis of the combined model using traditional one-on-one and group mentoring relationships will be conducted.

Mentoring Events
1) Orientation

An orientation session will be scheduled for all mentors and protégés. During this one-day orientation session, mentors and protégés will be provided an opportunity to provide LSC with their views on leadership development, and their expectations regarding the LSC Leadership Mentoring Pilot Program. Other types of pre-evaluative data related to leadership mentoring will be gathered from participants by the LSC Leadership Mentoring Pilot Program's evaluation team.

The orientation session will provide participants with a general overview of leadership, and the importance of effective mentoring as a tool for developing a culture of inclusion. A critical component of this orientation session will be a thorough review by LSC of the guidelines and procedures governing the implementation and evaluation of the LSC Leadership Mentoring Pilot Program, including the responsibilities of all participants.

LSC LEADERSHIP MENTORING PILOT PROGRAM
DESCRIPTION

Based on data gathered by LSC during the application process, protégés will be assisted in the mentor matching process. Each protégé will be matched with a primary mentor as well as secondary mentors who will provide mentoring in various areas of expertise within the group.

2) *Training and Curriculum*

LSC, in collaboration with its national partners, will provide participants with at least three training events. These will be held in conjunction with the 2005 NLADA Annual Conference, the 2006 MIE Managers in the Middle Conference, and the 2006 NLADA Annual Conference. Other training opportunities related to leadership and management development presented by MIE or NLADA may be added. These training events will specifically address leadership skills, and the curriculum will focus on areas such as:

> ➢ Professional development and leadership skills
> ➢ Effective communication
> ➢ Creating organizational vision
> ➢ Strategic thinking and decision-making
> ➢ Building consensus, team building and motivation

Other management-specific curriculum elements include:

> ➢ General grantee program supervision, including fiscal and compliance management
> ➢ Board governance, including board development and relationship building
> ➢ Cultivating community partnerships
> ➢ Human resource issues
> ➢ Program and resource development
> ➢ Ensuring quality in the delivery of legal services

3) *Individual Mentor/Protégé Relationships*

Protégés will have an opportunity to develop and sustain a relationship with a selected mentor. Generally, protégés can expect that mentors will provide confidential coaching, feedback, counseling, and professional development opportunities. Mentors and protégés will experience in-person meetings as appropriate, and will be in regular contact via email, listservs, telephone, and other means.

The basis for interaction and goals of the mentoring relationship will be clearly defined by a mentoring plan developed by the protégé and the mentor. As outlined in this document, each mentoring pair will provide specific information to the program's coordinator and/or evaluator at pre-designed stages of the LSC Leadership Mentoring Pilot Program. Mentoring agreements will be provided and executed to guide these interactions and to clearly delineate the purpose and the scope of the mentoring relationship.

4) *Group Mentoring and Interaction*
Another component of the LSC Leadership Mentoring Pilot Program is the availability of a group mentoring panel based on the specific substantive needs of selected protégés. Protégés will have an opportunity to interact with all of the mentors. Issues or projects deriving from the mentoring work plan will require tapping into the expertise available from the mentoring panel. These occasions will be planned and coordinated by the LSC Leadership Mentoring Pilot Program coordinator so that all participants are offered opportunities for interaction. These sessions will also be evaluated to gauge the overall effectiveness of the group mentoring relationships and the impact of lessons learned.

LSC Leadership Mentoring Pilot Program Implementation

Basic Features
1) *Participants*
The LSC Leadership Mentoring Pilot Program will consist of 10 mentors and 10 protégés.

2) *Length of the LSC Leadership Mentoring Pilot Program*
The LSC Leadership Mentoring Pilot will have duration of 18 months.

3) *LSC Leadership Mentoring Pilot Program Oversight and Staffing*
The LSC Leadership Mentoring Pilot Program will be staffed by an LSC staff coordinator who will work closely with LSC management and the LSC Leadership Mentoring Pilot Program Committee to oversee:
   ➢ The LSC Leadership Mentoring Pilot Program's application and selection processes
   ➢ Coordination of committee meetings and assignments
   ➢ Planning and logistics for protégé and mentor orientation and training events
   ➢ Coordination and implementation of the training curriculum
   ➢ Coordination of the LSC Leadership Mentoring Pilot Program's evaluative process, and working with evaluators to provide to the LSC Leadership Mentoring Pilot Program Committee a full report of the LSC Leadership Mentoring Pilot Program's findings and recommendations

4) *Committees*
   ➢ **LSC Leadership Mentoring Pilot Program Committee** – The LSC Leadership Mentoring Pilot Committee will provide input to LSC regarding design, implementation and evaluation of the LSC Leadership Mentoring Pilot Program. The LSC Leadership Mentoring Pilot Program Committee will include LSC staff.

- ▪ **Ad Hoc Working Groups** – Ad Hoc Working Groups will be designated as necessary to work on discrete tasks and develop specific criteria as LSC moves through the process of establishing the LSC Leadership Mentoring Pilot Program. To date, Ad Hoc Working Groups have included Criteria Development, Application Development, and Evaluation. The role of the Ad Hoc Working Groups is to develop and/or refine elements of the LSC Leadership Mentoring Pilot Program for presentation to the LSC Leadership Mentoring Pilot Program Committee. Ad Hoc Working Groups will be drawn from the LSC Leadership Mentoring Pilot Program Committee, other LSC staff, and may have participation from outside LSC.
- ▪ **Curriculum Subcommittee** – The Curriculum Subcommittee will design and develop the curriculum for each training event in collaboration with NLADA and MIE. The Curriculum Subcommittee will be drawn from the LSC Leadership Mentoring Pilot Program Committee and will also have participants from NLADA and MIE.
- ▪ **Screening Subcommittee** – The Screening Subcommittee will make recommendations to LSC on the mentors and protégés to be selected to participate in the LSC Leadership Mentoring Pilot Program. The Screening Subcommittee will be a broad representative group. NLADA, MIE, the ABA and the National Association of IOLTA Programs will each appoint two members to the Screening Subcommittee. LSC will appoint two members of the Leadership and Diversity Advisory Council (see below) as well as two LSC staff members to participate in the Screening Subcommittee. The Screening Subcommittee will be provided with specific criteria to be considered in selecting mentors and protégés.

- ➢ **Leadership and Diversity Advisory Council (LDAC)** – LDAC will be the advisory group to the LSC Leadership Mentoring Pilot Program Committee. LSC will make appointments to LDAC to include representatives from LSC and other organizations selected by LSC.

Participant Eligibility and Selection Criteria

Specific criteria will be used to select participants for the LSC Leadership Mentoring Pilot Program. Participating protégés must be attorneys currently employed by an LSC program. Mentors may be executive directors or other staff with leadership and management experience and qualifications. Protégés must have at least 5 years of experience as an attorney in a legal services program or similar public interest program.

Mentors must have at least 10 years of experience as a senior manager in a legal services program.

Particular consideration will be given to the following criteria in selecting mentors and protégés.

- ➢ Achieving the overall goal of the deliberate cultivation of a diverse, trained and prepared corps of high quality leaders in the legal services community
- ➢ The leadership potential demonstrated by protégé applicants and the extensive experience and leadership acumen demonstrated by mentor applicants
- ➢ The level of commitment of protégé and mentor applicants to the mission of LSC[1] and to the client communities their programs serve, and their ability to commit time to the LSC Leadership Mentoring Pilot Program
- ➢ Protégé applicants must have the approval of their program's executive director
- ➢ Mentor applicants who are not executive directors must have the approval of their program's executive director
- ➢ Mentor applicants who are executive directors must have the approval of their program's board chairperson

Protégé applications will be reviewed first so that information gathered about any specific needs of the protégés may be considered for selecting mentors to participate in the LSC Leadership Mentoring Pilot Program.

LSC Leadership Mentoring Pilot Program Evaluation

LSC is undertaking the LSC Leadership Mentoring Pilot Program to research and potentially address the need to develop a diverse core of leaders in the legal services community. It is expected that the evaluation will generate the data LSC requires to assess the extent to which and ways the LSC Leadership Mentoring Pilot Program can support the development of diverse leadership in the legal services community. In particular, if the LSC Leadership Mentoring Pilot Program demonstrates the effectiveness of a mentoring program, it will provide the information needed to develop a model leadership and mentoring program to be used by local programs in training future leaders.

Mentors and protégés will be evaluated throughout the LSC Leadership Mentoring Pilot Program. Different aspects of the individual, group and combined mentoring models will be analyzed to examine effectiveness of the combined leadership mentoring model. Specific elements of the LSC Leadership Mentoring Pilot Program, such as the use of technology and distance learning, will be evaluated as well.

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[1] As defined by the LSC Act, this mission is to "promote equal access to the system of justice and improve opportunities for low-income people throughout the United States by making grants for the provision of high-quality civil legal assistance to those who would be otherwise unable to afford legal counsel."

LSC LEADERSHIP MENTORING PILOT PROGRAM
DESCRIPTION

The evaluation design will use at a minimum, multiple research methods including in-depth interviews, surveys,[2] and the analysis of administrative data to generate data from a variety of sources. The evaluation will also incorporate appropriate comparative and longitudinal data.

The analysis will provide data at four stages of the 18-month pilot period – at the first group session, after each of the two succeeding group sessions and at the conclusion. It is expected that data will continue to be collected at regular intervals after the LSC Leadership Mentoring Pilot Program conclusion.

---

[2] The identities of individuals who provide specific information through evaluation surveys or interviews will remain confidential. Only the evaluation staff will have access to this information.

Appendix D:
Diversity of Pilot Program Participants
(Graphs)

Diversity of Leadership Mentoring Pilot Program Participants

The following shows the geographic diversity of the participants:
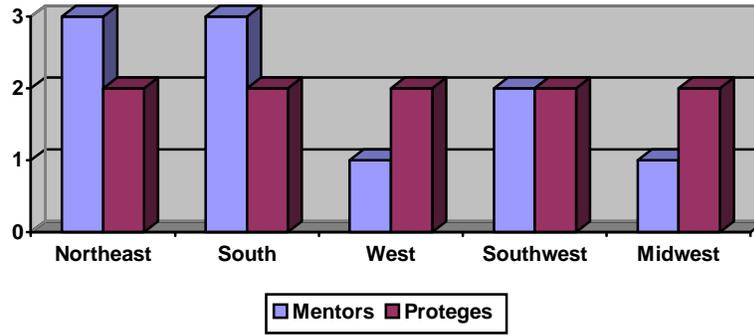
As shown in the following chart, the group was also racially/ethnically diverse:

Racial/Ethnic Composition
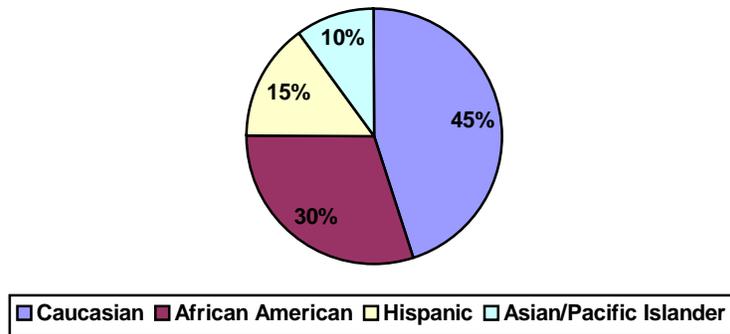
Appendix E:
LSC Leadership Mentoring Pilot
Program Evaluation Report

LSC LEADERSHIP MENTORING PILOT PROGRAM
EVALUATION REPORT
(2007)

TABLE OF CONTENTS

LSC LEADERSHIP MENTORING PILOT PROGRAM
EVALUATION REPORT
(2007)

EXECUTIVE SUMMARY

Pilot Description

The Legal Services Corporation (LSC) conducted the Leadership Mentoring Pilot Program (Pilot) in 2005 and 2006 to identify models for effective mentoring initiatives that its grantees could replicate or adapt to foster the development of a diverse corps of high-quality future leaders. Developed and implemented with the support of two national partners – National Legal Aid and Defender Association (NLADA) and Management and Information Exchange (MIE) – the Pilot's design included the following elements: 10 protégés and 10 mentors who were matched for one-on-one mentoring; group mentoring conducted through several mechanisms including three national training events; a group project; and a set of "Core Competencies" that provided a standard for the development and assessment of leadership skills. The Pilot spanned one year.

Evaluation Methodology

The Pilot evaluation findings are based on data obtained from a range of sources: surveys of all Pilot participants (i.e., protégés and mentors) and executive directors of the programs where protégés were employed; interviews with Pilot participants and partners; a focus group with Pilot staff; and other qualitative data (e.g., informal, unstructured conversations with participants and staff, participant observation). These data provided the basis for an assessment of the Pilot as well as information regarding issues that can influence the effectiveness of leadership mentoring initiatives.

Developing and Implementing Leadership Mentoring Initiatives

The evaluation data indicate that grantees should consider the following factors in the development and implementation of leadership mentoring initiatives:

- Designated staff with the time and authority to perform necessary tasks in a timely manner is essential. Major duties include coordination of the program design, trainings and mentoring activities and implementing operational tasks.

- Resources to cover direct and indirect costs of mentoring initiatives are critically important. Direct costs can include those associated with program staffing and coordination, participants' travel, training expenses, communications, and materials. Notable indirect costs include those associated with the impact on program workloads (due to travel or mentoring program activities).

- Ensuring that the senior management of the programs in which protégés work are meaningfully engaged in crafting or are fully informed about mentoring activities.

- The development and implementation of strategies to deal with issues that are related to but distinct from mentoring per se can enhance the ultimate value of mentoring activities. Notable among these are steps to ensure that (1) potential leaders have viable opportunities to exercise leadership and (2) executive directors and boards implement meaningful steps to develop new leaders.

- Appropriate use of technology can significantly enhance the quality and cost-effectiveness of mentoring activities. Readily available technologies include conference calling, videoconferencing, on-line virtual trainings and meetings, and on-line training and informational materials. However, participants can require considerable training and technical assistance to use these technologies effectively.

- Effective implementation of specific guidelines regarding the type, content and frequency of contacts among protégés and mentors is needed to ensure mentoring relationships are as productive as possible.

- The combination of individual mentoring and group mentoring yields greater benefits than individual mentoring or group mentoring alone.

- Projects developed by protégés with their mentors can provide protégés with valuable benefits, especially if these projects focus on concrete challenges protégés confront in their work environments.

- Mentoring activities may need to last at least 18 months to most cost-effectively provide protégés' with the opportunities to significantly enhance their leadership skills.

- Face-to-face meetings of the mentoring pairs and in-person group sessions significantly enhance the leadership skills of the protégés.

- Protégés can best benefit from the mentoring experience if the workloads they carry in their program are reduced while they are engaged in the mentoring activities. However, this can adversely affect their program's ability to serve clients. This tension can be mitigated if executive directors are effectively engaged in the development of the mentoring initiative.

- The LSC Core Competencies of Leadership or similar skills sets can provide a useful framework and learning tool for skills development.[1]

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[1] The Core Competencies are discussed in the *Leadership Mentoring Pilot Program Report and Guidance for LSC Programs*.

Mentoring and Leadership Development

The evaluation data indicate that:

- Diverse, high quality leadership can enhance the quality and effectiveness of the services grantees provide their client communities.

- Opportunities to exercise leadership, support from executive directors and boards, mentoring and leadership training may be the most important factors affecting new leadership development.

- Formal leadership mentoring programs are highly important in developing diverse, high quality leadership.

- Leadership mentoring activities can significantly strengthen the leadership skills of protégés *and* mentors.

Suggested LSC Follow-Up

Analysis of the evaluation data and input from participants and executive directors indicates that LSC should consider implementing the following activities to build on the Pilot:

- LSC has already identified key factors for the development and implementation of leadership mentoring activities. Given the knowledge gained through the Pilot, LSC can be a useful resource for grantees seeking to develop and implement leadership mentoring activities that incorporate guidance from the Pilot.

- Collaborations with national partners (NLADA, MIE, ABA) and state groups such as, bar foundations and IOLTA programs, could yield effective strategies to foster the implementation of leadership mentoring activities in the legal services community.

- LSC might conduct a range of useful outreach activities to follow-up on the Pilot. Many of these could be developed and implemented in concert with national or state partners. Others could include participating in on-line informational sessions identifying other useful resources about leadership development and mentoring; participating on panels or making presentations at legal services events at the national, regional or state levels; publicizing leadership mentoring and leadership development issues in LSC publications and the publications or other organizations; and highlighting the value and importance of these issues in the speeches and presentations of LSC management at national, regional or state meetings and events.

- Placing greater emphasis on grantees' leadership development and leadership mentoring activities as part of LSC's ongoing technical assistance and oversight.

PART I – PROGRAM OVERVIEW AND DESIGN

A.   Overview

The Legal Services Corporation (LSC) conducted a Leadership Mentoring Pilot Program (Pilot) in 2005 and 2006 to ascertain how LSC might support the deliberate development of diverse leadership in the national legal services community. In particular, LSC sought to identify models for effective leadership mentoring activities that its grantees could replicate or adapt. LSC designed and implemented the Pilot with the support of two national partners: the National Legal Aid and Defender Association (NLADA) and the Management and Information Exchange (MIE).

LSC established the Pilot in response to its observations that: the legal services community needs a diverse corps of high-quality future leaders; legal services programs serve increasingly diverse client communities; strategic planning should include leadership transition and succession planning; and mentoring develops leadership character and skills. The ***LSC Leadership Mentoring Pilot Program Report*** details the Pilot's development, design, implementation and observations. This document provides a summary and analysis of the evaluation data gathered during the Pilot. The evaluation was conducted by a two-person team based in LSC's Office of Program Performance.

B.   Design

The Pilot's design included the following elements:

- There were twenty participants, ten protégés and ten mentors. (In this report, "participants" denotes both protégés and mentors.)

- There were ten mentoring pairs for one-on-one ("individual") mentoring.

- "Group" mentoring allowed protégés to be mentored together by one or more mentors.

- Full-group meetings were convened at the Pilot's onset, mid-point and conclusion. The first and last sessions were held in conjunction with NLADA Annual Conferences; the mid-point event was held in conjunction with MIE's "Leading from the Middle" training event. The full-group sessions included trainings on various leadership mentoring, management and leadership issues, individual and group mentoring activities, and opportunities for Pilot participants to take part in the sessions of the NLADA and MIE events.

- The participants completed group Private Attorney Involvement (PAI) projects.

- The LSC Core Competencies of Leadership ("Core Competencies") constituted the concept of leadership that would infuse the Pilot's activities and inform protégés' leadership development objectives and activities.

- It was expected that LSC would work with the executive directors to engage them in, and ensure their support for, the Pilot.

- The Pilot spanned one year.

LSC paid the costs that mentors incurred in participating in the Pilot's training sessions. Protégés' legal services programs were expected to cover the costs associated with their participation.

PART II – EVALUATION FOCUS AND METHODOLOGY

A.   Focus of the Evaluation

To identify effective mentoring models, the evaluation sought information about three sets of issues. The first included issues directly related to the Pilot's operations, in particular the merits of different program elements, the Pilot's impact on participants' leadership skills, and dynamics that significantly affected the Pilot's effectiveness. The second included recommendations for the contents and implementation of mentoring programs. The third consisted of broad issues related to leadership development in legal services, such as factors that significantly influence the factors affecting the development of new leaders in legal services, the impact of diverse leadership on the legal services programs' services to clients, and the value of leadership mentoring programs generally.

B.   Research methods and data sources

The evaluation employed a "multiple-methods" research approach to obtain a range of data types from members of various groups.

1. **Survey data.** Eight surveys were conducted. These included:
   a. Three surveys of the protégés. These were conducted at the beginning of the Pilot, after the first training session and at the end of the Pilot.
   b. Three surveys of the mentors. These were conducted at the beginning of the Pilot, after the first training session and at the end of the Pilot.
   c. A survey at the Pilot's end of the executive directors of the programs where protégé participants were employed.
   d. A survey of the Pilot's staff, conducted at the beginning of the Pilot.

2. **Interview data.**
   a. In-depth interviews were conducted with all protégés and mentors prior to the final training session. In-depth interviews also were conducted with some of the participants during or shortly after the first training session.
   b. In-depth interviews were conducted with staff of partner organizations at the Pilot's end.

3. **Focus group data.** A focus group was conducted with the Pilot's staff at the end of the Pilot.

4. Other qualitative data.   Other qualitative data gathered included information that participants and staff provided evaluators through:

    a. Informal, unstructured conversations.
    b. Evaluators' direct observation of the Pilot's design and implementation (including the three training events).
    c. Analysis of agendas from training sessions, training materials, and session summaries.
    d. Analysis of relevant correspondence and related documentation.

C.   Data Compilation and Presentation

The findings of the evaluation report reflect three strategies designed to simplify and clarify the compilation and presentation of the evaluation data.

First, data regarding a particular group's views are based on the portion of that group's members making a particular choice. For example, a statement prefaced with a phrase such as "the protégés rated the following factor most important …", indicates that the largest number of protégés selected that specific factor as most important.

Second, the analytic challenges inherent in the small number of survey respondents were compounded by the structure of many survey questions. For example, the answer categories for some questions included: "very significantly," "significantly," "moderately," "somewhat," and "not at all." Thus, four of the five possible responses for this question indicate some change. Accordingly, to best identify notable response patterns within and between different groups (e.g., protégés, mentors, executive directors) the evaluation focused on the portion of question responses in the top two answer categories, e.g., "very significant" and "significant," "most important" and "very important," and "strongly agree" and "agree."

Third, the views of the protégés, mentors, and executive directors – and not Pilot staff or partners – are highlighted for most issues because those groups comprise the basic data sources for the evaluation.

Additionally, because all protégés, mentors or executive directors did not respond to all survey questions, the discussions of some issues will reflect the responses of less than all members of a group.

D.   Strengths and Limitations of the Findings

The use of multiple research methods and data sources can maximize the validity and value of evaluation research.[2] That approach generated a range of insightful information related to the Pilot and enhanced the quality of evaluation findings by offsetting some of the shortcomings inherent in individual methods as well as key elements of the Pilot's design.

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[2] See, e.g., Emil J Posavac and Raymond Carey, *Program Evaluation. Methods and Case Studies* (Upper Saddle River, NJ: Prentice Hall, 2003.

At the same time, however, important design elements limit the extent to which some of the Pilot's specific impacts can be generalized to the broader legal services community. In particular, the Pilot included only ten protégés and ten mentors, the participants were not randomly selected, and participants' self-assessments provided the basic measure of some program outcomes. As a result, findings about issues ranging from the extent to which the Pilot enhanced participants' leadership skills and the relative importance of group and individual mentoring to the value of leadership mentoring programs cannot be generalized with precision. Moreover, the views expressed by the protégés, mentors and executive directors regarding leadership mentoring, leadership development issues and specific legal services delivery issues can not be considered representative of all legal services attorneys, managers, or executive directors. Therefore, these findings should be seen as suggestive rather than definitive.

These limits should not limit the practical value of the Pilot's basic purpose: generating information that will help grantees develop effective leadership mentoring activities.

PART III – FINDINGS

A. Issues Influencing the Development of High-Quality, Diverse Leadership

To help assess the Pilot's framework and activities, all participants and the executive directors were queried about particular issues affecting the development and impact of high-quality, diverse leadership. Two issues were considered: the impact of a range of factors on leadership development and the particular roles that legal services programs' executive directors and boards of directors can play in the development of new leadership.

1. Overarching Issues Affecting the Development High-Quality, Diverse Leadership

Pilot participants and executive directors generally identified the same basic set of variables as those that most significantly affect the development of new leaders. These include: opportunities to exercise leadership, support from program executive directors and boards, mentoring, management training, leadership training, and the number of available leadership positions. There was one exception to this broad agreement: mentors indicated that issues related to race and gender were far more important than did the protégés and the executive directors.

Evaluation survey questions elicited the perspectives of Pilot participants and executive directors regarding a range of specific factors affecting the development of new leadership in legal services. Overall, these groups identified the same set of factors as most significantly affecting the development of new leadership in the legal services community.

Participants and executive directors alike rated "support from executive directors and board members" and "opportunities to exercise leadership" as among the most important factors affecting the development of new leadership in legal services.[3] These issues are discussed in more detail below.

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[3] The survey questions for protégés focused on the impact of different factors on their own ability to assume leadership. The questions for mentors and directors focused on the development of new legal services leadership more broadly.

Participants and executive directors also agreed that factors integral to the Pilot – mentoring, leadership training, and management training – were among the most important variables affecting the development of new leadership in legal services. These ratings seem to affirm the need for mentoring activities as well as the appropriateness of the Pilot design.

These groups likewise agreed that "the number of available leadership positions" is among the most significant factors influencing the development of new leadership in legal services. It seems that the personal experiences which shape these individuals' perspectives on this issue reflect the realities of the legal services community's management structure, which has had relatively little turnover and few openings over the last fifteen years.[4]

In contrast to the consensus about the significance of the factors highlighted above, mentors differed sharply from protégés and executive directors in their assessment of the influence race and gender play in the ascension of newer staff to leadership positions. Specifically, nearly all mentors rated race significantly important and a majority rated gender significantly important in the development of new legal services leadership. In contrast, no executive directors deemed race or gender significant factors in this regard, and only one protégé considered race a significant variable in the development of new leadership and only two considered gender significant.

2. Impact of Programs' Executive Directors and Boards on Leadership Development

As discussed above, Pilot participants and executive directors stressed the important role that executive directors ***and*** boards play in the development of new legal services leadership. More in-depth analysis revealed that these groups agreed that the grantees' executive directors played a paramount role in the development of new leadership but that these groups held varying views about the importance of program boards.

> *Impact of Program Executive Directors*
> *All executive directors and mentors reported that a grantee's executive director wields major influence in the development of new leadership. A majority of the protégés also held this view. Pilot participants and executive directors offered similar suggestions for how executive directors of LSC grantees might best enhance the development of high quality diverse leadership.*

As indicated above, the mentors and executive directors unanimously agreed that the impact of legal services program executive directors was significantly important or as important as any factor in the development of new leaders. However, only a slight majority of the protégés considered the role of executive directors to be this important.

Protégés, mentors, and executive directors identified a range of overlapping strategies that executive directors should take to foster the development of diverse, high-quality leadership.

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[4] "A National Snapshot of LSC Grantees Based on 2003 Staffing Reports." Presented at 2005 Equal Justice Conference.

Notable strategies include:

- Providing leadership opportunities.
- Ensuring that the development of high quality, diverse leadership is an integral component of the program's core values and practices.
- Identifying potential leaders and supporting (through mentoring, training and other activities) the development of their leadership skills.
- Implementing recruitment and retention policies that foster the development of new leadership.

Mentors and executive directors also emphasized the importance of leaders modeling behavior that effectively fostered the development of diverse, high quality leadership.

> *Impact of Programs' Boards*
> ***Two-thirds of mentors maintained that program boards have a significant influence in the development of new leaders. However, few protégés or executive directors shared this view. Participants and executive directors offered some similar suggestions for how boards might best enhance the development of high quality diverse leadership.***

Survey responses indicated that mentors think that program boards can wield far more influence in the development of diverse, high quality leadership than do the protégés and executive directors. As noted above, two-thirds of mentors stated that grantees' board chairs wield a significant influence or are as important as any other factor in influencing the development of future leaders. In contrast, only one-fourth of protégés and one executive director indicated program boards can have more than a moderate influence in this regard.

Pilot participants and executive directors indicated that in order to help foster the development of new leaders, grantees' boards and board chairs needed to make leadership development an integral program objective. Protégés and mentors provided more detailed proposals in this regard, suggesting that boards needed to ensure that the development of a high-quality, diverse leadership corps is an organizational priority and incorporated into program operations such as: planning; evaluation; staff recruitment, retention, training and promotion; and board development.

Protégés further suggested that boards should become more engaged with and informed about the activities of staff below the executive director level.

Executive directors also suggested that program boards needed to increase the development of new leadership in their hiring decisions and then support the executive directors in their pursuit of these objectives. They also indicated that boards could help provide leadership opportunities and support emerging leaders.

B.   Assessments of Basic Premises of the Pilot

The Pilot was informed by two basic premises: (1) formal mentoring programs are an integral component of effective development of new leaders; and (2) diverse, high quality leadership can

enhance the quality and effectiveness of the services grantees provide to their client communities. The evaluation generated data to assess the extent to which Pilot participants and the executive directors agreed with these premises.

1. The Importance of Formal Leadership Mentoring Programs

Formal leadership mentoring programs are seen as necessary to develop diverse, high quality leadership.

All mentors and nine of ten protégés indicated that formal leadership mentoring initiatives are needed to develop diverse, high quality leadership. A majority of executive directors agreed that these programs are very important, but this view was not as widely shared among executive directors as it was among Pilot participants: only five of nine executive directors deemed formal mentoring programs more than moderately important in the development of high quality, diverse leadership.

Participants and executive directors considered formal leadership mentoring programs important for two overriding interrelated reasons: (1) potential leaders can most effectively learn and develop necessary leadership skills through intentional, structured programs, and (2) mentoring is an important component of these programs.

Although these findings should not be generalized to the broader legal services community because of the small number of respondents, they are consistent with broader research findings documenting the benefits of formal leadership mentoring programs.[5]

2. Impact of Diverse, High-Quality Leadership on Program Quality

Protégés, mentors and executive directors overwhelming agreed that diverse, high quality leadership can enhance the quality and effectiveness of the services grantees provide to their client communities.

In interviews or surveys every mentor, executive director and partner, and all but one protégé, agreed that diverse, high quality leadership can enhance the quality and effectiveness of the services grantees provide to their client communities. These groups identified a range of similar, complementary reasons for this judgment.

- Protégés' stressed that high quality diverse leadership can provide a range of perspectives and insights about organizational and delivery issues that contributes to a healthier organization that is best equipped to serve legal services programs' increasingly culturally and racially diverse client communities.

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[5] See, e.g., Mary Clement, "One District's Model for Teacher Induction and Why It Is Working." Mentoring Leadership Resource Network (Fall 1993). http://www.mentors.net/03library/onedistrmodel.html; Steven Gross, *Leadership Mentoring: Maintaining School Improvement in Turbulent Times.* (Rowan and Littlefield Education: 2006); Denis Hayes, "The Impact of Mentoring and Tutoring on Student Primary Teachers' Achievements: A Case Study." *Mentoring and Tutoring*, Vol. 9, Issue 1, (April 2001); W. Brad Johnson and Charles Ridley, *The Elements of Mentoring* (New York: Palgrave, 2004); Barry Sweeny, "Formal or Informal Mentoring." Mentoring Leadership Resource Network. http://www.mentors.net/03library/formal_informa.html; Lois Zachary, *Creating a Mentoring Culture. The Organization's Guide* (San Francisco: Jossey-Bass, 2005).

- Mentors emphasized that high-quality, diverse leadership can enhance grantees' communication, trust and relationships with their client communities.
- Executive directors noted that diversity can strengthen the quality of program leadership and services by enhancing trust and credibility with clients, increasing creativity, and fostering the implementation of new ideas and approaches.
- Partners cited the range of factors identified by the other groups.

Although the small number of respondents limit the extent to which these perspectives can be generalized to the broader legal services community, they are significant since they are consistent with and reflect important elements of each of the four Performance Areas in the LSC Performance Criteria. [6]

C.   Major Elements of the Pilot's Design

This section presents evaluation data regarding the Pilot's major substantive components: individual leadership mentoring; group leadership mentoring; the Private Attorney Involvement project; and protégés' participation in national events.

1. Individual Mentoring

Overall, the protégés and mentors reported that the individual mentoring experience was the single most valuable component of the Pilot.

The most important factors affecting the quality of the individual leadership mentoring experience included the matching of mentors and protégés and the nature of the interactions among protégés and mentors. Face-to-face interactions were especially important. Counsel and support on concrete issues in protégés' work environments and broader leadership goals and challenges also were considered especially valuable. Several aspects of participants' individual mentoring experiences should be highlighted.

Matching of protégé-mentor partners. Nearly all protégés and mentors indicated that they were well-matched with their partner. They noted that effective matching was a key determinant of the value of the mentoring experience. Two protégés and one mentor raised questions about whether differences in mentors' and protégés' cultural backgrounds or occupational categories could affect the quality of the mentoring experience.

Methods and frequency of interactions by mentoring pairs. The three LSC-sponsored in-person events provided the mentoring pairs opportunities for face-to-face interaction. Nearly all other interaction among the protégés and their mentors was through telephone calls and email. Most protégés indicated that they talked with their mentor at least monthly and some more often than that. Most exchanged emails with their mentors even more frequently. Mentors basically agreed with protégés regarding the types and frequency of contact with their mentoring partner. Overall, protégés found that their mentors were readily accessible.

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[6] See LSC Performance Criteria (2007).

Importance of face-to-face interactions. Protégés and mentors reported that their in-person meetings were integral to the effectiveness of their relationship because these meetings enabled them to develop essential rapport, mutual respect and trust. The in-person meetings also allowed the pairs to work on practical issues related to individual protégé's leadership skills in far greater depth, concreteness and scope than was otherwise possible.

Content of interactions by mentoring pairs. Mentors sought to avoid being directive in their relationship with protégés; they instead tried to work with their protégés to identity their goals and explore options for achieving them. Protégés reported that their mentors succeeded in this regard.

Protégés reported that mentors provided important counsel and support in several areas. Protégés cited as most valuable their mentors' help in addressing concrete challenges they confront in their work environments. They agreed that mentors' validation of protégés' skills, confidence and opportunities was also notable. Several protégés cited the importance of the mentors' leadership modeling.

Mentors shared protégés' view that their most valuable assistance to protégés was helping them address concrete work environment challenges. Several also cited the significance of addressing issues other than specific work tasks per se, such as reflecting with protégés about broader professional goals and balancing personal and professional objectives and demands. Mentors reported that exposing protégés to different perspectives and assisting them with collaboration was also important.

Perceived value of the individual leadership mentoring experiences. Protégés' assessments of the value of their one-on-one mentoring experience varied. More protégés selected this as the most valuable component of the Pilot than any other. At the same time, however, two rated the benefits they obtained from their individual mentoring of limited value.

An important indicator of the value protégés attached to their relationship with their mentor is that seven of ten protégés stated they intended to continue working with their mentor for six months or more after the Pilot's end.

2. Group Mentoring

Participants indicated that the combination of the Pilot's group mentoring different approaches were as valuable as the individual mentoring experience in enhancing their leadership skills.

Group mentoring was a fundamental part of the Pilot design. This occurred through:

- The full-group (all-group) meetings, in which all mentors and protégés participated in training sessions, worked with their individual mentoring partner, and participated in other formal and informal meetings and exercises with Pilot participants, trainers and staff.
- Work with Pilot mentors' other than their individual mentor.
- Conference calls or video-conferencing with other mentors or groups of mentors.

- The Private Attorney Involvement (PAI) project.
- Protégés' peer-group mentoring.
- Engagement with individuals not participating in the program whose experience mentors thought would benefit their protégés.

These activities were considered very valuable because they made it possible for participants to share and benefit from the collective ideas, knowledge and experience of all participants and trainers.

    *a. **Full-Group Meetings.*** The major group mentoring approaches incorporated into the full-group meetings included the following.

- **Training in Core Competency skill areas.** Protégés reported that the training sessions significantly enhanced their leadership skills. These sessions were designed to ensure that protégés benefited from the collective knowledge and expertise of the mentors. Most notably, although most sessions were led by one or more mentors or staff, all mentors participated in the sessions and provided their diverse perspectives on pertinent issues.

  Among the sessions protégés considered most valuable were those related to leadership diversity challenges, board relations, resource development, finance, and leadership development assessment.[7] At the Pilot's final full-group meeting, the protégés participated in a "conversation on quality and the LSC quality agenda", with LSC President Helaine Barnett. The protégés considered this to be a very valuable experience.

  Protégés also rated the materials provided by LSC at each event as impressive and extremely useful. Mentors agreed that the materials prepared by LSC for its training events were good, and were refreshers for them.

- **Peer group meetings of protégés and mentors.** Separate protégé and mentor sessions at both the mid-point and final events provided protégés the forums for in-person, peer group mentoring.[8] Protégés and mentors deemed the protégés' peer-group mentoring sessions among the most valuable components of the Pilot.

- **Team mentoring by the mentors.** The full-group sessions afforded protégés the opportunity to conduct in-person work with their paired mentors, other Pilot mentors, and leaders who were not Pilot participants but who possessed expertise that might benefit the protégé. The in-person work of mentoring pairs was discussed above; mentoring relationships with others is discussed below.

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[7] This was the "leadership Practices Inventory" 360 degree leadership assessment exercise. Protégés and mentors both rated highly a "quilt" exercise which was a part of the History of Legal Services session at the first group meeting.

[8] These sessions also generated these groups' respective views and suggestions about the pilot's activities and future follow-up initiatives.

- **Protégés and mentors indicated the full-group sessions had one important shortcoming.** Both groups almost unanimously stated that they wished the meetings had been structured so that participants could have had more face-to-face interaction with their respective protégé or mentor. Additionally, most protégés wanted more time to get to know and develop relationships with other protégés.

b. One-on-one Work with other Pilot Mentors. Six of ten protégés deemed valuable their in-person work with mentors other than their paired mentor. Because of financial limitations, in-person work of this type could only be conducted in conjunction with the full-group sessions. Most of the protégés that engaged in telephone or email contact with other mentors found this valuable as well. The telephone and email work of protégés with other Pilot mentors was essentially limited to activities related to the PAI project.

c. Work with Leaders outside the Program to Whom Mentors Referred Their Protégés. Few protégés chose to engage with individuals who were not Pilot participants but whom mentors identified as having expertise that could benefit the protégé. Those who did this derived some benefits from this engagement. However, this was the mentoring approach that protégés found least useful.

d. Conference Calls and Videoconferencing. Group protégé-mentor conference calls were convened regarding the PAI project (discussed below) and to provide training on the LSC Performance Criteria. Participants were provided webcams to facilitate video-conferencing. An online training session was conducted regarding the use of the webcams. Most participants (and nearly all mentors) were unable to use the technology because they lacked the necessary competence. They reported that they could have used the webcams only if they had received more training and had access to technical assistance.

e. Peer Group Mentoring by Protégés. During the Pilot the protégés independently organized ways to conduct group peer mentoring. The group organized a listserv, convened conference calls, met at two of the three Pilot sessions and also facilitated phone and email contacts among individual protégés. The protégés and mentors alike deemed this protégé group mentoring process among the most valuable components of the entire Pilot. It was deemed especially valuable because it enabled protégés to provide mutual support, share information and strategize about the range of issues they confront in their work environments. These benefits are consistent with the results of peer mentoring in a wide range of corporate, governmental and non-profit settings.[9]

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[9] A Google search of the term "peer mentoring" highlights the use and perceived value of this approach in corporate, governmental and non-profit environments.

3.   Relative Value of Individual and Group Mentoring Approaches.

Participants stated that the combination of one-on-one mentoring and group mentoring is highly effective. There is no consensus about whether one approach would be superior to the other.

As indicated above, although individual mentoring was considered the single most effective approach for skills development, the combination of the range of group mentoring activities, i.e., the full-group meetings, protégés' work with other Pilot mentors, conference call meetings, and the protégé peer mentoring activities, were considered as valuable as the one-on-one mentoring. No consensus existed among the protégés or mentors about whether a one-on-one mentoring program would be better than a group mentoring program.

4. Private Attorney Involvement (PAI) Project

Protégés reported that the PAI project generated some increases in their leadership skills. However, most protégés and mentors indicated that work on a project jointly developed by the individual mentoring pairs would have been more valuable.

The PAI project required participants to develop a plan designed to most effectively employ *pro bono* resources to deliver high quality legal services to clients. Participants developed their plans in response to a hypothetical scenario provided by the Pilot staff.

The project served several purposes. It provided for a comparative analysis of the dynamics and benefits of individual mentoring and group mentoring. It provided structure to the Pilot by engaging all participants in a single project. It engaged all protégés in work that would increase their knowledge of a major legal services delivery approach.[10] And it provided an opportunity for mentors and protégés to base their work and communications around the Core Competencies.

Five mentoring pairs were assigned to each develop a plan independently. All work was conducted via the phone or email. Five other mentoring pairs worked together as a single group. The group formed sub-groups to work on different components of the plan; the sub-groups' work products were then integrated into the final group plan. The group's work was conducted via email, telephone calls among individuals, and conference calls of the sub-groups or the entire PAI work group.

All of the pairs and the group developed and submitted their PAI plans to the Pilot's staff and then made presentations on their plans at the final Pilot session.

Participants almost unanimously agreed that effective legal services leaders should understand the range of issues related to PAI and that their knowledge of these issues was enhanced in some measure by the PAI exercise. Half of the protégés reported that the exercise enhanced their overall leadership skills. A majority reported that the exercise strengthened their skills in the

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[10] An April 12, 2007, resolution of the LSC Board of Directors highlighted the importance of PAI initiatives and identified activities LSC should undertake to increase the quality and quantity of PAI. See: http://www.lsc.gov/pdfs/BoardRes_2007-003.pdf.

following core competencies (listed in declining order): collaboration, networking, communication, creativity, and aligning values, vision and goals.

Notwithstanding these benefits, seven of nine protégés stated they would have preferred to work on projects they developed in consultation with their mentors rather than the PAI project. Two-thirds of mentors thought that projects developed in concert with their protégés would have been more beneficial for protégés than the PAI exercise. The PAI hypothetical was deemed less useful because it did not allow protégés and their mentors to focus of leadership skills development in the context of the concrete challenges protégés confront in their work environments.

5. LSC's Core Competencies of Leadership

The LSC Core Competencies of Leadership are considered a valuable articulation of essential leadership skills. The Core Competencies, or similar skill standards, would be an important component of future mentoring activities. Participants indicated that the Core Competencies are best seen as a standard for developing leadership skills.

LSC developed the Core Competencies as a standard for leadership skills. It was expected that they would function as the focal point for the Pilot's mentoring activities.

The mentors all agreed that the Pilot's Core Competencies captured the essentials of leadership qualities. Several mentors indicated that these could be tweaked and noted that the LSC definition had fundamental similarities to those developed by NLADA and MIE. The protégés stated that the Pilot's definition of leadership should include the Core Competencies as well as the following elements:

- Assertiveness.
- Professional and public speaking.
- Building rapport with peers and the community.
- Addressing elitism, *inter alia*, by developing leadership at all levels of the organization.

All mentors and nearly all executive directors and protégés indicated that concepts such as the Core Competencies and the factors identified by the protégés should be fundamental elements of future leadership mentoring activities.

Participants' comments in the interviews and meetings indicated that the Core Competencies were best employed as a framework and learning tool for skills development. For example, most mentors reported that they did not use the Core Competencies explicitly, but felt that these formed the basis for and were infused in their mentoring interactions with protégés. Most protégés reported that the Core Competencies were not used as an explicit element of their mentoring relationship.

6. Participation in National Events by Protégés

Protégés and mentors reported that protégés' participation in national legal services events was a very effective strategy for enhancing protégés' leadership skills.

The full-group sessions were held in conjunction with national events sponsored by NLADA and MIE to facilitate the protégés' participation in these events. A fundamental part of the Pilot design called for protégés to participate in MIE's "Managing in the Middle" training event, which was held immediately after the second full-group session. Protégés indicated in surveys and interviews that this experience and participation in other national events was among the most valuable components of the Pilot. Especially important were the training and networking opportunities and the exposure to new ideas and broader perspectives on legal services delivery issues these events provided. In interviews mentors provided similar assessments of these events' value.

The high value participants placed on these events is especially interesting given that at the Pilot's onset neither the protégés nor the mentors rated participation in national events as among the most important factors affecting the development of new legal services leadership.

D. Implementation and Staffing for the Pilot

1. Length of the Pilot

Participants, partners and staff agreed that protégés could have more efficiently and effectively strengthened their leadership skills if the Pilot had lasted longer than one year. Nearly all participants indicated that an effective mentoring program should last at least 18 months. Executive directors, however, tended to favor a shorter program duration.

The initial design called for the Pilot to last 18 months. This was shortened to one year because of time limitations. Several participants expressed disappointment that the Pilot did not last longer than one year. Protégés and mentors emphasized in the surveys, interviews and meetings that an effective mentoring program needed to last longer than the Pilot's one-year duration. For example, nine of ten protégés and six of nine mentors stated in the final survey that to effectively cultivate protégés leadership skills a mentoring program needed to last at least 18 months. These views were largely based on the view that it took this long for mentoring partners to develop necessary trust and to then undertake the range of activities that would enable protégés to most effectively strengthen their leadership skills. Executive directors, however, tended to favor a shorter program duration. This reflected their concerns about the adverse impacts that participation in a mentoring initiative could have on protégés' job performance and output and thus the capacities of the legal services program.

2. Financial Support for Protégés

Protégés, mentors, executive directors and staff all emphasized that the Pilot's effectiveness would have been improved if LSC had covered the expenses incurred by protégés.

Mentors and protégés almost unanimously agreed that funding to cover protégés' costs would have significantly improved the quality of the mentoring experience, especially by supporting more opportunities for face-to-face interactions, protégés' visits to mentors' programs, and opportunities for protégés to participate in other events that would enhance their leadership skills. Nearly all mentors and many protégés saw the inability to visit their mentoring partner's program as an important shortcoming of the Pilot. They thought such visits would have been very valuable by broadening protégés' perspectives about the delivery approaches different programs employ to meet the needs of their client populations.

Mentors and protégés indicated that the need for protégés' programs to cover the costs associated with the protégés' participation in the Pilot created tensions for protégés' in their programs. Several executive directors reported that it had been unclear to them that their program would be required to bear the costs of their staffer's participation in the Pilot. Survey responses and informal conversations indicated that some executive directors may have been unhappy that they needed to absorb these costs.

3. Use of Technology

Protégés and mentors agreed that the greater use of available technologies would have improved the Pilot's effectiveness.

Seven of ten protégés stated that greater use of conference calling, virtual trainings or meetings, and on-line training materials would have significantly or very significantly improved the Pilot's quality. Half thought that greater use of videoconferencing would have had this impact. Two-thirds or more of the mentors stated that greater use of videoconferencing, virtual trainings or meetings, and on-line training materials would have significantly or very significantly improved the Pilot's quality. A majority of the mentors stated that greater use of conference calling would have yielded this result.

As noted above, participants were provided webcams to facilitate videoconferencing for group mentoring and other meetings of participants. An online training session was conducted regarding the use of the webcams. However, most participants reported they could not effectively use the webcams. They reported that they could have used the webcams only if they had received more training and had access to technical assistance.

4. Staffing

The design and implementation of the Pilot required significant staffing resources. Participants uniformly praised the quality of the Pilot's staff. The Pilot's value would have been increased if the Pilot had included staff with specialized expertise in leadership mentoring programs and the time required to perform the full range of design and implementation activities.

Staffing requirements of the initiative were very significant. LSC staff conducted the tasks associated with the Pilot:

- Coordinating all Pilot activities.
- Developing multiple designs for the Pilot (done in concert with the partners).
- Reviewing and analyzing the research literature about mentoring.
- Coordinating the participant application, screening and selection processes.
- Designing the Pilot's group sessions and training curricula (done in concert with the partners).
- Identifying and compiling all training materials (done in concert with the partners).
- Recruiting trainers.
- Monitoring the individual mentoring relationships and activities and serving as a resource to the participants.
- Conducting trainings.
- Handling all travel and meeting logistics associated with the Pilot's all-group sessions.
- Conducting the Pilot evaluation.

Pilot participants noted their appreciation for the quality of the Pilot's staff. Evaluation data from the staff focus group, on-going conversations with staff, the evaluators' direct observations, and participants' informal comments all indicated that the staffing requirements of an initiative of this magnitude were very significant and that the amount of staff work the Pilot ultimately required may not have been anticipated when the Pilot was first designed and implemented.

Information obtained from the above sources, as well as survey or interview data from participants, indicates that the Pilot's value could have been increased if the Pilot staffing had included individuals with specialized expertise in leadership mentoring programs and the time to fully perform the full range of Pilot design and implementation activities.

E.   Engagement with and Perspectives of Executive Directors

Protégés, mentors and executive directors all stated that the meaningful engagement of program executive directors is among the most important determinants of the effectiveness of leadership mentoring programs. Executive directors' engagement in the Pilot could have been improved; this would probably have improved the quality and value of the Pilot.

Executive directors received information regarding the program from the following sources:

- Their staffers who participated in the Pilot.
- The application solicitation sent to the executive directors of all LSC grantees by the LSC President.
- The guidance information for the letter executive directors wrote that indicated their support for and approval of their staffers' participation in the Pilot. (Protégés were required to submit this letter with their applications.)
- A letter sent to executive directors in May 2006 by the LSC President. This letter provided a brief update on the Pilot's activities, invited the executive directors to participate in the final all-group session (held in conjunction with the NLADA Annual

Conference in November 2006), and requested executive directors to contact the Pilot's coordinator if they had any questions about the initiative.

- From the Pilot's onset, executive directors were invited to contact the Pilot's coordinator with questions or to obtain more information about the Pilot.

It appears that many executive directors lacked sufficient awareness about key elements of the Pilot despite the range of available information sources identified above. For example,

- Over one-third of the executive directors reported that LSC did not provide them with the information necessary to understand the Pilot's objectives and operations.
- A majority reported that they were unclear about the selection processes or thought the processes were flawed.
- A majority reported that they were unclear about the selection criteria.
- Several executive directors reported that it had been unclear to them that their program would be required to bear the costs of their staffer's participation in the Pilot. Several executive directors were unhappy that they needed to absorb these costs.

Of the concerns that executive directors expressed about the Pilot, those related to the following issues seem most notable.

- The financial costs required to support their staffers' participation were not insignificant.
- Protégés spent significant time away from their offices to participate in the Pilot.
- Participation in the Pilot adversely affected the quality or quantity of protégés' normal work responsibilities.
- Many worthy staffers in their programs could not take part in the Pilot because of the small number of participants. This created inevitable inequities in who was and was not able to participate.
- Only some program staff were adequately apprised about the Pilot's existence.
- The Pilot mentoring activities were not informed by the program's assessments of their staffers' leadership skills and suggestions for skill areas which might warrant the Pilot's attention.
- Staffers' work in the Pilot was not effectively related to the program's operations.

The protégés, mentors and executive directors overwhelmingly agreed that the meaningful engagement of executive directors with mentoring programs is a critical determinant of those initiatives' value and effectiveness. In the final surveys, protégés deemed this more important than any other factor. Mentors considered this more important than any factor other than financial resources that enable protégés to meaningfully participate in the program. And executive directors reported that better engagement with management of protégés' programs was the factor that would have most improved the Pilot.

Based on these data, it seems clear that better engagement with executive directors would have improved the Pilot's effectiveness. It might also have increased the ability and willingness of the executive directors to publicize the benefits of the Pilot and leadership mentoring more broadly.

F.   The Pilot's Impact on Participants' Leadership Skills

Protégés reported that participation in the Pilot produced major improvements in their leadership skills.   Executive directors indicated that improvements in their staffers' leadership skills were relatively limited.   Mentors reported that participation in the Pilot much enhanced their leadership skills.   This latter outcome was an important, unanticipated outcome of the Pilot.

1. Impacts on Protégés

Protégés, based on self-assessments, reported in the surveys, interviews and meetings that participation in the program significantly enhanced their leadership skills at the beginning and end of their Pilot.

Results of the final survey illustrate these views:

- All protégés reported their participation in the Pilot significantly or very significantly enhanced their overall leadership skills.
- Eight of ten protégés reported that the Pilot produced significant or very significant improvements over the range of their core competence leadership skills.[11]
- All of the protégés reported their skills significantly or very significantly improved within their program, their program's community and the national community.

Several protégés also reported that the program's validation of their skills was as important as improvements in any particular skill area.   Mentors also noted that protégés' increased self-confidence was a major benefit of protégés' participation in the Pilot.   Protégés further indicated that they experienced a change in the way they view themselves, noting that they now regard themselves as leaders with vision.

Executive directors' assessments of the Pilot's impact on their staffers' leadership skills diverged sharply from the self-assessments of the protégés.

In particular:

- Only one-fourth saw significant or very significant improvements in their staffers' skills over the range of their core competence leadership areas.[12]   One-fourth stated their staffer's skills did not improve at all. The remainder indicated their staffers' skills had improved somewhat.
- Only three executive directors thought that their staffers' leadership skills within the program or community had improved significantly.   Two reported significant improvements in leadership skills in the national community; three noted very significant improvements in this context.   Improvements in this latter area could be inherent in the

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[11] This assessment is based on the weighted averages of protégés' rankings of the improvements in each of the Core Competency areas.
[12] This assessment is based on the weighted averages of executive directors' rankings of the improvements of their staffers' skills in each of the Core Competency areas.

Pilot's structure, which provided protégés with national networking and training opportunities they would otherwise have been without.

Several executive directors reported notable increases in staffers' self confidence. However, several reported that the protégés' participation in the Pilot had negative consequences, such as their reduced workloads or diminished effectiveness while engaged in Pilot activities.

Several factors could account for the significant differences in protégés' and executive directors' assessments of the impact of Pilot participation on protégés' leadership skills. They might reflect inherent differences between protégés' self-assessments and their supervisors' assessments.[13] Evidence of improvements in staffer's skills may not be immediately evident but will become so in the future. Additionally, protégés may feel increased self-confidence but may not be in positions that afford them the opportunity to demonstrate their increased leadership skills. Further, these differences may be related to executive directors' limited engagement with the Pilot. Finally, these differences may exist because the Pilot was not integrated with the leadership development initiatives of protégés' programs.

2. Mentors

Mentors, based on their own self-assessments, reported that participation in the Pilot much enhanced their leadership skills. The extent to which mentors benefited from the Pilot was an unanticipated outcome. This is especially significant given that a commonplace view is that mentors essentially contribute their time and knowledge in mentoring initiatives without deriving any notable benefits in return.

In assessing the Pilot's importance for their skills:

- All but one mentor reported their participation in the Pilot significantly or very significantly enhanced their overall leadership skills.
- Eight of ten mentors reported that the Pilot produced significant or very significant improvements over the range of their core competence leadership skills.[14]

Mentors cited benefits such as exposure to a plethora of ideas and insights regarding management and leadership that will be helpful in the administration of their own programs as well as a greater understanding of the motivations and perspectives of newer attorneys and emerging leaders.

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[13] Self-assessments will likely produce higher ratings than the ratings that would be assigned by peers or colleagues. See, e.g., Leanne Atwater, "The Advantages and Pitfalls of Self-Assessment in Organizations," in *Performance Appraisal: State of the Art in Practice*, ed. J.W. Smithers (San Francisco: Jossey Bass, 1998)

[14] This assessment is based on the weighted averages of mentors' rankings of the improvements in each of the Core Competency areas.

G. New Protégé Opportunities

Protégés and executive directors report that participation in the Pilot has provided protégés with new leadership opportunities.

One protégé noted that as a result of her involvement in the Pilot, she was nominated to work on a statewide pro bono committee. Another protégé was appointed to chair her program's diversity committee. One protégé noted that the exposure and networking commensurate with her involvement in the Pilot positioned her to become a member of a statewide technology committee. One protégé has become an executive director. Another protégé was elected to serve on the NLADA Civil Policy Group.

Executive directors also reported that protégés have been afforded new opportunities within and/or outside their program since the Pilot's onset. Three protégés had assumed new management positions in their programs; two are engaged in supervisory/management meetings and retreats; a third became chair of a program-wide committee. Executive directors also reported their staff had undertaken new work with community groups, such as bar associations and the rotary club (as president) and as trainers for national and statewide training events.

H. The Trade-Offs Between Protégés' Participation in the Pilot and Their Job Performance

To effectively benefit from a mentoring initiative, participants' normal work responsibilities need to be reduced. This can hamper participants' job performance, which can also affect their programs' effectiveness. Effective engagement of executive directors in mentoring activities can mitigate this tension.

The time that meaningful participation in the Pilot required unavoidably reduced the time protégés could devote to their work obligations in their programs. Almost inevitably this adversely affected protégés' performance of their responsibilities in their programs. Because of this reality, protégés and mentors strongly recommended the adjustment (i.e. reduction) of protégés' responsibilities in their programs so that protégés had sufficient time to fully participate in a mentoring program. Nine of ten protégés and eight of nine mentors shared this view. This perspective was implicitly based on the assumption that a participant's program would have the capacity and resources to fill the gaps resulting from the staffer's diminished workload.

The executive directors agreed by a two-to-one margin that a mentoring initiative would be most effective if participants' workloads were adjusted to facilitate their full participation in the initiative. It is likely that executive directors' agreement with this proposition was not nearly as strong as Pilot participants' because executive directors would be responsible for addressing the adverse impacts of program operations that would result from reducing participants' workloads. Although Pilot participants recognized these tradeoffs, their responses indicated that they did not think this would be as problematic as did the executive directors.

Two specific findings of the evaluation could mitigate this problem. First, as discussed above, mentoring projects are most useful for protégés if they focus on the concrete challenges protégés confront in their work environments. Second, executive directors can identify specific ways that

the activities their staffers' conduct as part of a mentoring initiative can help enhance rather than detract from their program's quality and effectiveness.

I.   Resources

Mobilizing resources to support leadership mentoring is perhaps the most important barrier to extensive implementation of mentoring activities in legal services programs. Developing partnerships with key legal services stakeholders is an essential component of strategies to obtain these resources.

Information derived from a range of data sources – interviews with participants and partners, surveys of participants and executive directors, conversations during meetings, the staff focus group, and informal conversations with participants, partners and staff – indicate that widespread implementation of mentoring programs will be hindered by the absence of financial and other resources. Funding mentoring and related leadership development initiatives may be problematic given the programs' chronic budget limitations. These initiatives may not be seen as priorities when many programs have significant staff attrition because legal services programs' salaries are not competitive with other employers. Participants identified a range of ways grantees might overcome these financial hurdles.

First, grantees may chose to allocate more of their LSC funds to mentoring initiatives given the importance of leadership development in key areas of the LSC Performance Criteria. Second, programs can complement these resources by tapping alternative revenue sources. In the final group session, mentors identified several promising strategies in this regard. For example, they emphasized that IOLTA programs and bar foundations have a major stake in and can be promising funding sources for high quality leadership mentoring programs, especially in states where these entities have some autonomy and discretion regarding the allocation of their funds. They also noted that many local, state and national foundations provide funding and technical assistance for leadership development and mentoring.

Finally, implementing "partial" initiatives may be a relatively easy, economical, and effective first step to increase leadership mentoring in the legal services community. This approach entails incorporating leadership mentoring activities (or leadership development more broadly) into existing events, such as statewide meetings, executive directors' meetings, MIE trainings, NLADA conferences and training events, and the Equal Justice Conference.

J.   Program Scope: The Relative Value of Mentoring Initiatives of Different Geographic Scopes

Mentoring initiatives conducted at different geographic levels have varying advantages and drawbacks.

This assessment was made clear by data from surveys of protégés, mentors and executive directors, interviews with participants, informal conversations with participants and staff and direct observation.

In general, in comparison to mentoring initiatives implemented at other geographic levels, *single-program* initiatives:

- Have lower financial costs.
- Require less program staffing.
- Present fewer logistical challenges.
- Have the potential to maximize the number of participating staff.
- Require less staff time away from the office or other diversions from their normal work responsibilities.
- Provide greater responsiveness to individual program's operational needs.
- Facilitate more face-to-face interactions among protégés and mentors.
- Foster implementation of protégé projects that are closely integrated with their practical work.
- Impose fewer challenges associated with coordinating and collaborating with other entities.

At the same time, in comparison to initiatives conducted at other geographic levels, in single-program initiatives:

- It may be more difficult for protégés to establish necessary trust with mentors because of internal power relationships.
- The pool of skilled mentors will be smaller.
- The learning experience will have a narrower focus.
- There are fewer opportunities for collaboration with other partners.
- The range of available funding sources may be narrower.

In general, as the geographic scope of mentoring initiatives expand, the benefits and drawbacks identified above both intensify. For example, as the scope of mentoring programs grow, so to do the challenges related to financial costs, staffing needs, logistics, face-to-face interactions, ensuring responsiveness to local program operations needs and participants' concrete work activities, staff time away from the office and other diversions from normal work responsibilities and coordination and collaboration with other entities.

At the same time, initiatives of greater scope can increase the pool of skilled mentors, increase the potential for protégés to develop necessary trust with mentors, facilitate a broader learning experience, provide the benefits resulting from collaborations with other entities, and widen the base of potential funding sources. These activities also may be readily incorporated into existing state, multi-state or national events.

PART IV – SUGGESTED LSC FOLLOW-UP

Protégés and mentors emphasized that LSC leadership was essential to ensure that leadership mentoring is widely implemented in the legal services community. Protégés, mentors and executive directors agreed on a range of specific steps that LSC should take to follow-up on the Pilot. Protégés and mentors strongly supported, but executive directors strongly opposed, including the assessment of leadership mentoring in the grant competition process and site visits.

A.   LSC Leadership

Protégés and mentors strongly emphasized in interviews and meetings that leadership mentoring would not be widely adopted in the legal services unless LSC demonstrated that mentoring and leadership development were critically important. Participants emphasized that it was critical for LSC to publicize and market the Pilot's lessons about leadership mentoring models with the community and to encourage grantees to apply these lessons in the development of their own mentoring activities. LSC's leadership could be further embodied in a range of specific steps such as those set forth below.

B.   LSC Program Letter

In the surveys, all mentors agreed that LSC should send a program letter to all grantees that would emphasize the importance and value of leadership mentoring programs, briefly describe LSC-recommended leadership mentoring activities and identify other leadership mentoring programs. Seven of ten protégés endorsed this step (three expressed no opinion) and only one executive director opposed it. Some skepticism was expressed about the effectiveness of a program letter, as some indicated that few staff below the management level would read it.

C.   Other Publicity and Marketing Efforts

A program letter was seen as part of a broader strategy LSC could use to educate grantees about the value of leadership mentoring and to induce grantees to implement mentoring activities. The following measures were also recognized.

1. Informal Influence as a Funder

Pilot participants suggested that as the major funder of legal services in the country, LSC was well-positioned to help grantees recognize the value and importance and place greater priority on leadership development and leadership mentoring activities. In meetings and interviews participants stated that LSC's implementation of the Pilot had itself raised the profile and focused greater attention on these issues in the legal services community. Accordingly, participants emphasized that as much as possible, LSC should capitalize on its role as a funder to use a range of informal means to induce grantees to increasingly implement leadership development and mentoring activities. These mechanisms would include providing sustained publicity in LSC publications and, to the extent feasible, emphasizing the importance of these activities in presentations by LSC management in speeches and presentations at community events.

2. Joint Marketing with Partners

Protégés, mentors and partners emphasized that LSC should partner with other stakeholders at the national and state levels to publicize the Pilot's outcomes and to market effective mentoring approaches. The mentors suggested that LSC and its partners should implement a targeted marketing plan, with the goal of having a specific number of states implement mentoring activities within a specified time frame.

3. Activities of Participants

It was also recognized that program participants could play a valuable role in outreach and marketing efforts. For example, a panel of protégé-mentor partners made a presentation at the January 2007 meeting of the LSC Board of Directors. In the final Pilot meeting, the mentors indicated that they could implement steps such as:

- Working with LSC and/or others to develop and implement strategies to publicize the Pilot's outcomes and foster the development of mentoring initiatives in the field.
- Recruit and work with executive directors of other grantees and legal services leaders to forge strategies to develop and/or replicate mentoring activities.
- Make presentations at statewide or other meetings, with possible support from other Pilot participants, LSC Pilot staff, and/or other legal services leaders.
- Partner and collaborate with stakeholders at the state level to identify funding options and strategies to implement mentoring activities.

D.   Developing and Implementing Leadership Mentoring Models

In surveys, protégés and mentors unanimously agreed that LSC should:

- Continue to sponsor leadership mentoring programs.
- Convene or co-convene meetings, conferences or events which include a focus on leadership mentoring models.
- Partner with other national groups (e.g., NLADA, MIE, ABA) and state groups (e.g., bar foundations and IOLTA programs) in the development, implementation and support for leadership mentoring programs.

Other Pilot participants also identified these as appropriate follow-up steps in interviews and meetings.

Overall, executive directors endorsed each of the above steps. Their support for these measures did not equal that of the protégés and mentors, however.

E.   Assessing Leadership Mentoring Activities in Grants Competition and Site Visits

Pilot participants and executive directors differed sharply about whether LSC should place greater emphasis on grantees' leadership development and mentoring activities in the grants competition process and site visits. Executive directors opposed this step by a five-to-two

margin. In contrast, all mentors and all protégés agreed or strongly agreed that LSC should take this step. Additionally, the partners endorsed this step. Several mentors and protégés further stated in interviews that significant leadership opportunities would not become available for persons of color unless LSC enacted policies to help foster this. Some also emphasized this point during the all-group sessions and informal conversations.

Several factors should be considered in assessing the different views of executive directors and program participants and partners on this point. Different survey responses indicate that, as a group, executive directors felt they were already taking steps to foster leadership development within their program. Further, the imposition of new program evaluation criteria is not always welcomed by executive directors. Executive directors may not think that these factors warrant specific priority in program assessments. Pilot participants' views on this issue may be unsurprising because their interest in participating in the program reflected a predisposition to the view that mentoring and leadership development were important and should be incorporated into programs' operations and assessments. This view was likely reinforced by participation in the program.

PART V – CONCLUSIONS

The Pilot's primary objective was to identify models for mentoring activities that could be replicated by LSC grantees. The Pilot achieved this objective by identifying a range of key issues grantees should weigh in developing mentoring activities to best meet their needs. This concluding section of the Evaluation Report identifies those issues and then sets forth steps LSC might consider to build on the Pilot's activities and outcomes.

A.   Considerations in the Development and Implementation of Mentoring Programs

1. Staffing

Designated staff with the time and authority to perform necessary tasks in a timely manner is essential. Major duties include coordination of the program design, trainings and mentoring activities and implementing operational tasks. Program designers must realistically assess the range of duties required to implement a program and the staff time and expertise necessary to perform these tasks. There may be a tendency to underestimate the time needed to perform these tasks. Engaging the services of individuals with time and specialized experience and expertise in formal mentoring may enhance the quality of mentoring initiatives.

2. Resources

Resources are required to cover direct and indirect costs of mentoring initiatives. Direct costs can include those associated with participants' travel, training expenses, communications, and materials. As the Pilot revealed, resources to cover the expenses individual participants incur are critically important. Indirect costs include those associated with program staffing and coordination and the impact on program workloads due to travel or mentoring program activities.

Some of these resources may be available from stakeholders or funders that also prioritize the value of leadership development in non-profit organizations. Another strategy is to incorporate

focused mentoring activities into statewide meetings, regional events, or national events such as MIE trainings and the NLADA annual conference.

3. Engagement of Executive Directors

Executive directors must be meaningfully engaged in crafting or fully informed about the mentoring activities in which their staff participate. This is critically important for several reasons.

- It can enhance the overall quality and effectiveness of the initiative.
- It can ensure that protégés' mentoring experiences are appropriately integrated into programs' operations.
- It can reinforce and complement programs' leadership development efforts. To accomplish this, executive directors should provide their assessment of their staffers' leadership skills and skill areas warranting attention in the mentoring process.
- It may increase the availability of direct and indirect resources and facilitate outside fundraising.
- It can increase the benefits and mitigate the costs of mentoring activities to individual programs.
- It can enhance executive directors' ability to publicize, cite the benefits of, and encourage others to implement useful mentoring activities.

4. Addressing Broad Challenges to Leadership Development

The development of new leadership is significantly affected by two factors that are related to but distinct from mentoring and training to enhance potential leaders' specific leadership skills development. These are (a) the extent to which potential leaders have viable opportunities to exercise leadership and (b) the extent to which executive directors and boards of directors implement meaningful steps to develop new leaders. These factors should be considered in the development and assessment of mentoring activities.

5. Technology

Appropriate use of technology can significantly enhance the quality and cost-effectiveness of mentoring programs. Readily available technologies include conference calling, video-conferencing, on-line virtual trainings and meetings, and on-line training and informational materials. However, considerable training and technical assistance may be necessary to ensure that all participants can use these technologies effectively.

6. Guidelines for Mentoring Relationships

Specific guidelines regarding the type, content and frequency of contacts among protégés and mentors are critical. These provide focus and structure to help ensure mentoring relationships are as productive as possible. Additionally, mechanisms to facilitate effective implementation of these guidelines may also be essential. Protégé objectives with outcome measures also may be useful.

7. Types of Mentoring

The combination of individual mentoring and group mentoring will likely yield the greatest benefits for protégés. Individual mentoring appears to enhance protégés' leadership skills more than any other single approach. However, the combination of a range of group mentoring activities – such as trainings and sessions involving groups of protégés and mentors, mentoring provided protégés by multiple mentors, and peer mentoring – may provide protégés with equal benefits. The latter approach, however, can have greater direct and indirect costs, as it presents more coordination challenges, higher travel and meeting expenses and the diversion of more staff resources away from programs' operational activities.

8. Mentoring Projects

Protégés can derive valuable benefits from projects they develop with their mentors. These are most useful if they focus on concrete challenges protégés confront in their work environments, because they allow protégés to closely align work on leadership skills development with the practical tasks they conduct. This approach can also be more responsive to programs' needs by incorporating mentoring work into programs' operations and into their leadership development activities.

9. Duration of Mentoring Programs

Mentoring programs may need to last at least 18 months to most effectively provide protégés' the opportunity to significantly enhance their leadership skills. Significant time may be needed for protégés and mentors to develop mutual trust and to identify and prioritize those specific skill areas that can be most effectively addressed during the mentoring period.

10. The Need for Face-to-Face Interaction

Although telephone contact, emailing and a range of other technologies are necessary elements of effective mentoring, they cannot supplant face-to-face meetings among mentoring pairs and in-person group sessions with other mentors and protégés.

11. LSC Core Competencies

The LSC Core Competencies effectively articulate essential leadership skills. The Core Competencies, or similar skill standards, would be an important component of mentoring activities.

12. The Trade-offs between Mentoring Activities and Protégés' Job Responsibilities

Because participation in mentoring activities can require significant time, participants can best benefit from the mentoring experience when the workloads they carry in their program are reduced while they participate. However, this can adversely affect their program's ability to serve clients. This tension can be mitigated if executive directors are effectively engaged in the development of the mentoring activities and if protégés' mentoring activities focus on the concrete challenges they confront in their work environments.

13. Scope of Mentoring Activities

Mentoring activities conducted at the program, statewide, multi-state and national levels have varying advantages and drawbacks. Key variables for consideration include: the ability of protégés to establish trust with mentors; the availability of skilled mentors; the breadth of the learning experience; financial costs; program staffing; time away from the office; responsiveness to operational needs of individual programs; relationship to protégés' practical work environments; resources; and partnerships.

B.   Considerations for Possible Follow-Up Measures

LSC has gained valuable information about the potential benefits and operational challenges of mentoring initiatives. The following considerations can inform the follow-up strategies of LSC:

1.   Further Development and Support of Mentoring Activities

LSC has already identified key factors for the development and implementation of leadership mentoring activities. Given the knowledge gained through the Pilot, LSC can be a useful resource for grantees seeking to develop and implement mentoring activities that incorporate guidance from the Pilot. LSC staff could provide valuable assistance to grantees by identifying resources (such as the Pilot training materials), providing brief guidance materials, developing an on-line library of resource materials with partners, participating in on-line informational sessions about mentoring, and participating in panels or making presentations at legal services events at the national, regional or state levels.

2.   Partnership Strategies

LSC could reach out to national partners (NLADA, MIE, ABA), the African American Project Directors Association and state groups such as bar foundations and IOLTA programs to explore strategies to foster the implementation of leadership mentoring initiatives in the legal services community.

3.   Publicity and Marketing

Because it is the nation's major source of funding for legal services, LSC outreach and marketing efforts can be significantly influential. Some of the activities LSC can conduct to support the implementation of mentoring initiatives – such as participating in on-line informational sessions about mentoring, and participating in panels or making presentations at legal services events at the national, regional or state levels – would simultaneously serve a marketing function. Further, LSC could provide publicity regarding mentoring in LSC publications, place articles about or seek publicity for these issues in publications of other organizations (e.g., ABA, MIE, NLADA), and, to the extent feasible, ensure these issues are emphasized in the speeches and presentations of LSC management at national, regional and state meetings and events.

4. Assessing Leadership Mentoring Activities in the Grants Competition and Site Visits

Placing greater emphasis on grantee's leadership development and mentoring activities in the grants competition process and site visits would increase grantees' focus on these issues. At the same time, however, many executive directors may have questions about the need for or benefits of this approach.

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Appendix F:
Sample Mentoring Agreement

SAMPLE MENTORING AGREEMENT FORM

Mentor and Protégé Agreement

We are voluntarily entering into a mentoring relationship that we expect to benefit both of us and this program/firm. We want this to be a rich, rewarding experience, with most of our time together spent in substantive leadership development activities. To minimize the administrative details, we have noted these features of our relationship:

- Confidentiality
  _____
  _____

- Duration of the Relationship
  _____
  _____

- Frequency of Meetings
  _____
  _____

- Approximate Amount of Time to be Invested by the Mentor
  _____
  _____

- Specific Role of the Mentor (e.g., model, guide, observe and give feedback, suggest or offer resources, recommend developmental activities, facilitate learning)
  _____
  _____

- Additional Points
  _____
  _____

☐ We have discussed the mentoring experience as a further leadership development opportunity and its relationship to the policies and procedures of the program/firm.

☐ The skill areas to be the focus of the current development period are noted on the individual development plan maintained by the protégé.

☐ We agree to a no-fault conclusion of this relationship if, for any reason, it seems appropriate.

_____   _____
Mentor   Protégé

_____   _____
Date   Date

Appendix G:
Mentoring Approaches

MENTORING APPROACHES

There are many approaches to mentoring. This document presents some of the common mentoring practices that may be implemented in a legal services program. The following categories are not mutually exclusive and may be combined. A legal services program should balance the elements of the following approaches with the desired goals and expectations of a proposed mentoring initiative. Most mentoring relationships will blend various elements of mentoring approaches.

One-on-One/Individual Mentoring

One-on-one mentoring consists of two partners engaged in a learning relationship with each other. A personal relationship is established that consists of trust and confidentiality. A one-on-one model is appropriate when there are enough volunteers with the requisite experience who are available to be mentors. The basis for interaction should be clearly defined by a mentoring plan developed by the protégé and mentor. Mentoring agreements should be provided and executed to guide these interactions and to clearly delineate the purpose and the scope of the mentoring relationship.

There are also variations of the one-on-one mentoring model. Reverse, peer, and supervisory mentoring are the traditional variations. Reverse one-on-one mentoring occurs when someone with specific subject matter knowledge shares this information with another person who is in a senior position. This relationship bridges the hierarchical structure and facilitates information sharing within a particular environment. [1] These relationships are sometimes described as training opportunities instead of mentoring. "With the proliferation of knowledge and new technologies, older managers are finding an increasing need for mentoring from younger employees who bring skills to an organization."[2]

Peer mentoring involves information sharing with individuals who generally share the same level of experience. The peer mentoring model focuses on offering mutual help. Usually there is little or no difference in experience or rank. This type of relationship exists when the individuals have different but equivalent areas of expertise.

Supervisory mentoring occurs when a supervisor mentors a subordinate. Even though most good supervisors mentor their subordinates, a formal relationship occurs with deliberate thought and structure given to supporting the partnership. A challenge with "pure" supervisory mentoring is the potential barrier to candid communication between the individuals. A subordinate may not be comfortable establishing a completely open dialogue and/or sharing concerns with a superior. [3]

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[1] Zachary, Lois J., *Creating a Mentoring Culture: The Organization's Guide*, Jossey-Bass, 2005.

[2] Triple Creek Associates, *Identifying Mentoring Initiatives*, p. 21

[3] Zachary, p. 196

Even though the *Pilot Program* was conducted as a national model, one-on-one mentoring can also occur within an office, a program, a state or within a geographic region. When developing a mentoring program that extends outside of an individual program, coordination and distance challenges must be explored. For instance a state model may involve participants from different programs. Accordingly, this model may have to consider different policies, procedures, management styles and/or resources between the programs. A regional or national model may deal with vastly different program delivery mechanisms or legal work management practices.

One-on-one mentoring lends itself to the development of leadership in others at all levels of the organization. Many internal opportunities exist for building a one-on-one mentoring relationship. Internal mentoring opportunities may focus on career development, executive development, leadership development, knowledge retention, culture reinforcement and skill development.[4] In particular, leadership development is one of the most common uses for mentoring in an organizational setting. Mentoring can accelerate processes for the identification, development and retention of staff. Mentoring becomes a valuable addition to the overall success of staff.[5] As seen with the *Pilot Program* one-on-one leadership mentoring can provide training around program management, diversity or board development components. Specific leadership opportunities may allow a protégé to present at board meetings, conduct workshops at conferences or educate staff of social services organizations.

Group Mentoring

An alternative to one-on-one mentoring is group mentoring. A true mentoring group helps each individual member develop personal competencies and/or character attributes.[6] "The diverse perspectives that emerge from group mentoring interactions is [sic] a powerful motivator for employee development. Group mentoring encourages a more connected workplace and is a welcome option for those who learn better in group settings"[7]

Group mentoring can be a stand-alone mentoring model or it may enhance the one-on-one mentoring model. Group mentoring may vary by size, focus and structure. Alone, group mentoring may not cultivate strong mentoring relationships and benefits for the participants.[8]

Group mentoring is appropriate when a program needs to provide substantive information to more than one person. Also, there may not be enough qualified mentors to create one-on-one mentoring relationships. Group mentoring provides the greatest degree of information-sharing because everyone in the group benefits from various points of view.

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[4] Triple Creek Associates, *Identifying Mentoring Initiatives*, p. 8
[5] Triple Creek Associates, *Identifying Mentoring Initiatives*, p. 13
[6] Phillips-Jones, Linda, *Is My Group a "Mentoring Group"?* (mentoringgroup.com)
[7] Zachary p. 197
[8] Herrera, Carla; Vang, Zoua; Gale,Lisa Y., *Group Mentoring*

Group mentoring encourages the involvement of more participants and benefits those who learn better in group settings.

Group Mentoring - Facilitated

"Group mentoring may take several different forms. Facilitated group mentoring allows a number of people to benefit from the experience and expertise of a mentor at the same time. It is structured facilitation that creates a learning group."[9] A facilitator ensures participation by everyone within the group and makes sure everyone is heard. A facilitator may encourage meaningful conversations and dialogue. The mentor "facilitates" the group's learning experience. The group drives the learning process. This model provides flexibility and allows the group to determine what they need.[10]

Group Mentoring – Peer

"A peer mentoring group is composed of peers with similar learning interests or needs. The group is self-directed and self-managed."[11] The group makes sure that each member's needs are met. Peer mentoring may provide a "sounding board" to someone who is in need of another view on a matter. Peer mentoring "allows each person to tap into the collective wisdom of the group and cull needed expertise and experience to solve problems, improve practice, or advance personal effectiveness."[12] In a peer mentoring environment, each participant has a role in the learning process.

Group Mentoring - Team

In team mentoring, several mentors are instrumental in providing guidance to a group. Mentors are responsible for promoting collaborative learning and allowing participants to learn from everyone's experiences.[13] Several protégés are guided through the mentoring relationship by one or more mentors.

Group mentoring seeks to impart similar skills, knowledge and character attributes to many individuals. Characteristics of a genuine mentoring group include the following features.

- The main purpose of the group is to help each individual develop personal competencies and/or character attributes.
- Each person in the group has at least one specific personal growth goal that he/she is working on with the help of the group. The goals could revolve around a similar need.
- The group is aware of each member's goal(s).

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[9] Zachary, p. 198
[10] Zachary, p. 201
[11] Zachary p. 199
[12] Zachary p. 199
[13] Zachary p. 201

- Individuals are working on their goals through "within-group" learning experiences (e.g., listening to presentations, engaging in discussions, asking and answering questions, giving each other specific feedback, doing group projects, practicing skills and character attributes on each other, etc.)
- Individuals are working on their goals through "outside-of-group" learning experiences (e.g., reading, taking classes, doing research, practicing skills and character attributes on people outside the group).
- Individuals report their progress on their goals to the group.
- The group holds the individuals accountable for reaching their goals.
- When individuals reach or make significant progress on their goals, the group celebrates.
- The group has one or more trained mentor-facilitators who act as mentors to each member as well as facilitators of the group discussions.[14]

Group mentoring may occur within an office, a program, a state, a geographic region or a national structure. Considerations include the number of available mentors given the number of protégés, the availability of particular expertise and the availability of resources. Once again, the LSC model was conducted within a national framework which makes this model more costly. A national model necessitates additional expenses associated with travel and getting resources to participants. Electronic advances, which will be discussed in the next section, can support a national model while minimizing expenses.

Distance Learning/E-Mentoring

Distance mentoring can be used alone or in conjunction with various mentoring approaches. It occurs when the participants are in different locations. Distance mentoring may be called virtual mentoring, remote mentoring telementoring or eMentoring. The participants must rely on electronic tools and technology such as videoconferencing, e-mail and phones.[15] Tools used with distance mentoring can also facilitate mentoring relationships where distance is not an obstacle. However, technology is capable of bridging the gap when physical distance does exist. "A mentoring culture promotes and supports distance mentoring by harnessing the power of technology and individuals to facilitate interactive and meaningful learning."[16] An organization or program must not only see the challenges of distance. "Distance learning creates a more connected and aligned workplace, establishes relationships that might never happen, manages and retains organizational knowledge, saves on travel costs, broadens perspectives, and generates more global thinking." [17]

Distance mentoring can eliminate many challenges associated with mentoring including lack of financial resources, inability to travel and lack of local expertise. "Whatever the

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[14] Phillips-Jones, *Is My Group a "Mentoring Group"?*
[15] Phillips-Jones, *Distance Mentoring*
[16] Zachary, p. 200
[17] Zachary, p. 202

circumstances, distance mentoring relationships require clear ground rules, more regular communication than face-to-face mentoring might demand, and a commitment to accountability."[18] A mentoring agreement sets parameters and defines the level and mechanisms for communication and learning. "Distance mentoring relationships have a much better chance of succeeding if assurances of accountability are put in place right at the start. It is for this reason that the relationship tends to take more time, not less, than other mentoring relationships at the beginning." [19]

Technology, through distance mentoring, can reduce training costs and the inflexibility of traditional mentoring models. For instance, mentoring used to be limited by the expertise within a program's walls and the training dollars to support a program. Distance mentoring allows a program to:

- Use talent and knowledge that were not fully used because of time and geographic distance;
- Implement a web-assisted larger initiative with the same administrative time; and
- Identify the right mentors to meet an organization's need regardless of location.[20]

When implementing a distance mentoring model, it is necessary to spend time working on the relationship in addition to learning. Tools should also be provided to monitor progress and measure results.[21]

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[18] Zachary, p. 203
[19] Zachary, p. 205
[20] Overman, Stephanie, *Mentors without Borders: Global Mentors Can Give Employees a Different Perspective on Business Matters*
[21] Zachary, pp. 205 and 207

Appendix H:
List of Leadership
Mentoring Resources

LSC

LSC Leadership Mentoring Pilot Program

SUGGESTED RESOURCE LIST*

Center for Creative Leadership in Greensboro, North Carolina. Contact Ancela B. Livers, Ph.D. for information about her workshop, *Leading From a Different Perspective*.

Bell, Derrick. *Ethical Ambition – Living a Life of Meaning and Work*. Bloomsburg. 2002.

Brinckerhoff, Peter C. *Generations: The Challenge of a Lifetime for Your NonProfit.* Fieldstone Alliance, 2007.
This hands-on guide examines six generational trends and declares that now is the time to plan for generational change. It not only tells you what to expect, but gives you the tools to prepare. Individual chapters provide in-depth information on how to deal with generational issues in each area of your organization – staff, board, volunteers, clients, marketing, technology, and finances. You will get practical ideas that you can use immediately.

Bridges, William. *Managing Transitions – Making the Most of Change.* 2nd Edition. Perseus Publishing. 2003.

Brown, Cherie R. and Mazza, George J. *Leading Diverse Communities*. Jossey-Bass. 2004
Based on the National Coalition Building Institute's popular leadership development program, *Leading Diverse Communities* gives community, campus, nonprofit, and business leaders the tools they need to embrace diversity and encourage their stakeholders to do the same. The book is filled with practical guidance on how to achieve results and provides a simple, skill-oriented guidebook for busy leaders. *Leading Diverse Communities* distills the National Coalition Building Institute's wisdom into thirty-two concise leadership principles. Each principle is illuminated with theory and a related example, activity, and worksheet that can help develop the skills required to put a particular principle into practice.

Cohen, Norman H. *The Mentee's Guide to Mentoring*. HRD Press. 1999.

Coyle, Anne. *The ASTD Trainer's Sourcebook: Leadership*. McGraw-Hill. 1997.
The ASTD Trainer's Sourcebook Series gives you easy-to-personalize, ready-to-run workshops on the hottest topics in training. Offering the ultimate in flexible design and optimum training results, the ASTD Trainer's Sourcebook Series is customizable; complete; reproducible; authoritative; timely; and effective.

Davila, Lori and Kursmark, Louise. *How to Choose the Right Person for the Right Job Every Time*. McGraw-Hill. 2005.

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* New resource materials on leadership mentoring are being constantly developed. This listing of materials used in the LSC *Pilot Program* is a very small sample of available resources. Readers are encouraged to use these and obtain other resources. The annotations, taken from online book descriptions, are provided for resources used throughout the *Pilot Program* by LSC.

Dresser, Norine. *Multicultural Manners: Essential Rule Etiquette for the 21st Century*. Revised Edition. John Wiley & Sons, Inc. 1996, 2005.

Dropkin, Murray and LaTouch Bill. *The Budget-Building Book for Nonprofits: A Step-by-Step Guide for Managers and Boards*. Jossey-Bass Nonprofit & Public Management Series. 1998.
This nuts-and-bolts workbook guides nonprofit executives and boards through the budget cycle, offering practical instruction on completing each step of the process. This one-source budgeting tool kit is specifically designed to give nonprofits everything they need to prepare, approve, and implement their own budgets. It is a start-to-finish guide that is comprehensive and easy to use. It provides smaller nonprofit budgeters and non-financial nonprofit managers with a simple, systematic method to create, maintain, and track their budgets. Examples, to-do lists, worksheets, schedules, and other hands-on tools help readers get down to work. Murray Dropkin draws on years of experience in working with nonprofit financial management to make this workbook an essential tool for anyone involved in financial management within a nonprofit organization.

Ellis, Carol W. *Management Skills for New Managers*. American Management Association. 2005.

Ensher, Ellen. *Power Mentoring: How Successful Mentors and Protégés Get the Most Out of Their Relationships*. Jossey-Bass. 2005.

Goleman, Daniel, Boyatzis, Richard and McKee, Annie. *Primal Leadership – Learning to Lead with Emotional Intelligence*. Harvard Business School Press. 2002.

Harvard Business Essentials, *Coaching and Mentoring*. Harvard Business School Press. 2004.
Coaching and Mentoring offers managers comprehensive advice on how to help employees grow professionally and achieve their goals. This volume covers the full spectrum of effective mentoring and the nuts and bolts of coaching. Managers will learn how to master special mentoring challenges, improve listening skills, and provide ongoing support to their employees.

Harvard Business Essentials, *Finance for Managers*. Harvard Business School Press. 2002.

Harvard Business Review, *Managing Diversity*. Harvard Business School Press.   2001

Hill, Linda A. *Becoming A Manager: How New Managers Master the Challenges of Leadership*. Harvard Business School Press. 2003

Johnson, W. Brad and Ridley, Charles R. *The Elements of Mentoring*. Palgrave MacMillan. 2004.
This handy reference concisely summarizes the substantial existing research on the art and science of mentoring. Covering all aspects of the relationship and all the latest research, this book on mentoring is sure to serve as the definitive guide for the field.

Leeds, Dorothy. *Smart Questions – The Essential Strategy for Successful Managers*. **Berkeley Books. 2000.**

Lucas, Robert W. *The Creative Training Idea Book: Inspiring Tips and Techniques for Engaging and Effective Learning*. **Amacom. 2003.**

Management Information Exchange, *Principles of Leadership in the Legal Aid Community.* **MIE. 2004**

Marquardt, Michael. *Leading with Questions.* **Jossey-Bass. 2005**
In *Leading with Questions*, internationally acclaimed management consultant Michael Marquardt shows how you can learn to ask the powerful questions that will generate short-term results and long-term learning and success. Throughout the book, he demonstrates how effective leaders use questions to encourage participation and teamwork, foster outside-the-box thinking, empower others, build relationships with customers, solve problems, and much more. Based on interviews with twenty-two successful leaders who "lead with questions," this important book reveals how to determine which questions will lead to solutions in today's complicated business world.

Maxwell, John C. *Developing the Leaders Around You*. **Nelson Business. 1995**.

Maxwell, John C. *The 21 Irrefutable Laws of Leadership Workbook*. **Nelson Impact. 2002**

Murray, Margo. *Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Process*. **New and Revised Edition. Jossey-Bass. 2001.**
Many managers believe that effective mentoring is most often the lucky result of personal chemistry between two people. But in this book, author Margo Murray lays that myth to rest. Her guide gives you all the expert advice, tools, and case studies you'll need to harness the power of mentoring. Building on the solid principles outlined in the first book, this revised edition adds examples of mentoring from recent publications and the author's client experience. It also includes international examples. It reveals how mentoring can maximize employee productivity and provides information on how to assess organizational needs and link them to the mentoring process. Includes all the information needed to evaluate the effectiveness of a mentoring program.

Peters, Jeanne Bell and Schaffer, Elizabeth. *Financial Leadership for Nonprofit Executives: Guiding Your Organization's Success*. **Fieldstone Alliance.**

Rasmussen, Tina. *The ASTD Trainer's Sourcebook: Diversity.* **McGraw-Hill, Inc. 1996**.

Rosinski, Philippe, *Coaching Across Cultures: New Tools for Leveraging National, Corporate & Professional Differences.* **Nicholas Brealey Publishing. 2003**.

Shea, Gordon, F. *Making the Most of Being Mentored: How to Grow From a Mentoring Partnership.* **Course Technology. 1999.**
This book will teach you how to create a strong mentor/mentee relationship, and how to grow from that partnership. You will learn what mentors can offer you, ten reasons to become a mentee, how mentoring can help you manage your self-development, and how to pick a mentor. Mentoring programs have become prominent in many organizations, especially in today's highly technical environment. Developing a strong mentor relationship is beneficial to the mentor, the mentee, and the organization. Some of the many benefits of being mentored are self and career development, new perspective and insights into organizational culture, and performance improvement and talent development.

Shipler, David K. *The Working Poor – Invisible in America.* **Alfred A. Knopf. 2004.**

Sonnenschein, William. *The Diversity Toolkit: How You Can Build and Benefit from a Diverse Workforce.* **Contemporary Books. 1997.**

Stone, Florence. *The Mentoring Advantage: Creating the Next Generation of Leaders.* **Kaplan Education. 2004.**

Thiederman, Sondra. *Making Diversity Work: 7 Steps for Defeating Bias in the Workplace.* **Dearborn Trade Publishing. 2003.**

Thomas, Roosevelt R., Jr. *Beyond Race and Gender: Unleashing the Power of Your Total Work Force by Managing Diversity.* **Amacom, a division of the American Management Association. 1991.**

Wendover, Robert W. S*mart Hiring – The Complete Guide to Funding and Hiring the Best Employees.* **2nd Edition. Sourcebooks, Inc. 1998.**

Wilkinson, Michael. *The Secrets of Facilitation.* **Jossey-Bass. 2004**
This book delivers a clear vision of facilitation excellence and reveals the specific techniques effective facilitators use to produce consistent, repeatable results with groups. Author Michael Wilkinson has trained thousands of managers, mediators, analysts, and consultants around the world to apply the power of SMART (Structured Meeting And Relating Techniques) facilitation to achieve amazing results with teams and task forces. He shows how anyone can use these proven group techniques in conflict resolution, consulting, managing, presenting, teaching, planning, selling, and other professional as well as personal situations.

Zachary, Lois J. *Creating a Mentoring Culture.* **Jossey-Bass. 2005.**
In order to succeed in today's competitive environment, corporate and nonprofit institutions must create a workplace climate that encourages employees to continue to learn and grow. From the author of the best-selling *The Mentor's Guide* comes the next-step mentoring resource to ensure personnel at all levels of an organization will teach and learn from each other. Written for anyone who wants to embed mentoring within their organization, *Creating a Mentoring Culture* is filled with step-by-step guidance, practical advice, engaging stories, and includes a wealth of reproducible forms and tools.

Appendix I:
Checklist for Developing a
Leadership Mentoring Program

LSC PLANNING CHECKLIST FOR LEADERSHIP MENTORING ACTIVITIES

THE CHECKLIST	
INITIAL PLANNING	
	• **Secure Board Involvement**
	○ **Get buy-in from board**
	○ **How will the board support the initiative?**
	▪ **Resources**
	▪ **Training**
	• **Get Support/Buy-In (from your target audience)**
	• **Establish goals**
	○ **What are you trying to accomplish?**
	○ **Link goals to the mission of the program**
DESIGN	
	• **Determine design**
	○ **Mentoring approaches**
	▪ **One-on-one**
	▪ **Group**
	▪ **Distance**
	▪ **Combination**
	○ **Scope of initiative**
	▪ **Intra-unit**
	▪ **Office**
	▪ **Program**
	▪ **State-wide**
	▪ **Regional**
	▪ **National**
	○ **Program focus**
	▪ **Leadership skills development**
	▪ **Substantive skills development**
	▪ **Determine competencies to be developed**
	○ **Size**
	▪ **Number of participants**
	▪ **Applicability to which staff**
	○ **Length of program**
	○ **Consider resources**
	○ **Establishment of program partnerships (optional)**
MANAGEMENT	
	• **Identify administration/management**
	○ **Fiscal management**
	▪ **Budget projections**
	▪ **Accounting**
	○ **Coordination**
	▪ **Coordinator**
	▪ **Committee**
	• **Develop Timeline**

- o **Target dates**
- o **Action steps**
- o **Person(s) responsible**
- o **Review/approval of milestones**
- **Create Mentoring Agreements**
  - o **Establish partnership agreements (if applicable)**
    - ▪ **Define roles**
    - ▪ **Authorizations and commitments from partner management**
    - ▪ **Scope of work**
    - ▪ **Identify designated agents from partnering entities**
  - o **Establish mentor/protégé agreements**
    - ▪ **Establish clear roles for participants**
    - ▪ **Level of contact and communication**
    - ▪ **Time commitment**
    - ▪ **Expectations about context of the relationship**
- **Determine Logistics**
  - o **Travel**
  - o **Technology requirements**
  - o **Location for meetings/Schedules for calls**
- **Consider Marketing and Development**
- **Identify source materials**
- **Develop curriculum for group sessions/training events**
  - o **Training module content**
    - ▪ **Subject matter, core values**
    - ▪ **Goals and objectives**
    - ▪ **Methodology**
  - o **Develop activities**
  - o **Faculty**
  - o **Production and distribution of materials**

SELECTION AND SCREENING

- **Establish selection process for mentors and protégés**
  - o **Qualifications**
  - o **Recruitment**
  - o **Application documents**
  - o **Screening process**
    - ▪ **Selection committee**
      - • **Qualifications**
      - • **Composition**

TRAINING, ORIENTATION AND IMPLEMENTATION

- **Provide Participant orientation**
- **Provide Mentor training**
- **Conduct Program Evaluation**
  - o **Pre-program – establish baseline data**
  - o **During program**
  - o **Post-program**
- **Launch Program**