

Chapter 2 – On-Line Template
Completing the On-Line Roadmap Template

Name of Student: _____

Please read Chapter 1 first. You may need to refer back to Chapter 1 for longer descriptions of some of the steps in this template.

This template focuses on your plan to gain a breadth of experiences during your remaining time in law school so that you can:

1. thoughtfully discern your passion, motivating interests, and strengths that best fit with a geographic community of practice, a practice area and type of client, and type of employer;
2. develop your strengths to the next level; and
3. have evidence of your strengths that employers value.

If you already have post-graduation employment, fill out the Roadmap template with an eye toward your capacities and skills that will most benefit your employer and its clients. What experiences will help you develop those capacities and skills to the next level? Show your plan to experienced lawyers at your future employer and ask for feedback. Reflect on the feedback.

Fill in the template with reasonably brief answers. You can use bullet points. Remember that the coaches who will help you with feedback will only have time to read reasonably brief answers. Include your resume when you send this template to a coach for feedback.

ROADMAP TEMPLATE

Step 1 – Assess your passion and motivating interests in employment.

Think about the three most memorable days/weeks giving you the most positive meaning and energy in your work or service experiences.

(1) Whom were you helping?

a. _____

b. _____

c. _____

(2) To do what?

a. _____

b. _____

c. _____

(3) What specific capacities and skills were you using in the work/service that yielded positive meaning and energy for you?

a. _____

b. _____

c. _____

Step 2 – Understand the full range of capacities and skills legal employers and clients need.

Look carefully at Tables 1 and 2 in Chapter 1.

Step 3 – Self-assess your strengths.

a. **The traditional technical competencies that law schools emphasize.**

Focus on the first four competencies in Table 1 in Chapter 1. The career services and academic support staff at your school will be able to help you assess whether your performance in the 1L required courses give you a persuasive story that you have a story of comparative strength at these capacities and skills or in the alternative whether you have a story of solid performance that indicates strong probabilities that you will pass the bar exam. If your grade in any 1L required course was low (talk to your career services and academic support staff to assess what is a grade indicating bar passage risk, but in general the bottom 20% in a course), consider creating and implementing a written professional development plan with guided reflection from academic support to improve the skills you need to pass the bar.

With respect to the first four competencies in Table 1, I have:

(1) a story of comparative strength at:

_____;

(2) a story of solid performance at:

_____;

(3) a plan to improve the skills I need to pass the bar with respect to:

_____.

b. The non-technical capacities and skills in Table 3 in Chapter 1.

My top four capacities and skills from Table 3 are:

(1) _____

(2) _____

(3) _____

(4) _____

I have asked two different people who know my earlier work/service to fill out Table 4 and have reflected on their assessment. Based on their feedback and my reflection, I will make the following changes (if any) to my top four capacities and skills above.

Step 4 – What evidence supports your four strengths?

For each of your four strengths, indicate your best two stories from your earlier work/service including college that you are at a later stage of development on that strength.

Strength 1: _____

and _____.

Strength 2: _____

and _____.

Strength 3: _____

and _____.

Strength 4: _____

and _____.

Step 5 – Make a tentative judgment about where you would like to get employment/service experience in the next phase of your development.

Reflecting on your answers to steps 1-4 above, make a tentative judgment about where you would like to get employment/service experience in this next phase of your development. Note that the focus here is on your top two choices so that your current efforts are focused, and you are able to give guidance to experienced lawyers who are trying to help you. There may be other areas of interest down the road that you can include as you gain experience and revise your ROADMAP plan.

a. Top geographic regions:

(1) _____;

and (2) _____.

b. Top areas of practice/type of client:

(1) _____;

and (2) _____.

c. Top type of employing organization:

(1) _____;

and (2) _____.

Step 6 – What is your developmental stage regarding ownership over your professional development?

Look at Table 7 in Chapter 1 on Ownership of Continuous Professional Development. Select a stage of development and write it in below only if you have good evidence (stories) when an interviewer asks you “what evidence do you have that you are at the stage of development that you selected?”

(1) Stage of development on self-assesses and identifies strengths and areas for growth:

(2) Stage of development on articulates goals and follows a written plan:

(3) Stage of development on acquires and learns from experience:

(4) Stage of development on reflects and applies lessons learned:

Step 7 – Create a tentative plan to gain experiences, both inside and outside the law building, during your remaining time in law school that mimic as much as possible the work the lawyers do in the areas of your best “fit” regarding employment identified in Step 5 and that help you develop your strengths identified in Step 3 to the next level and have evidence of your growth.

Summer experience between the 1L and 2L years.

Do you have summer experience already lined up? If so, where?

If not, what specific steps on what specific timetable are you taking to line up good summer experience?

You will be registering for the fall semester of your 2L year in the spring of your 1L year. What experience do you want in the fall of your 2L year inside the building?

Experience outside the building?

Step 8 – Practice your persuasive story to your top priority potential employers.

Assume you are in a 20-minute screening interview with one of your top priority potential employers who starts the interview by asking “Tell me why we should hire you?”

Briefly list the top two points you want to make in your persuasive story that you meet the employer’s needs. Assume you will have no more than two minutes to make these two points with one short supporting story on each one.

(1)

(2)

Step 9 – Outline two concrete steps with a timetable for the remainder of the 1L year and the summer between the 1L and 2L years to build a tent of professional relationships that will help you both to have good evidence of your strengths from Steps 3 and 4 and to achieve your goals in Step 7. Chapters 4 and 5 will help you develop a more complete written professional relationships plan.

(1) Do you have one or two professors who have seen your work and can speak to your Step 4 strengths? List them.

If not, what is your plan to develop this type of relationship?

- (2) Do you have one or two lawyers or judges outside of the building who have seen your work and can speak to your Step 3 and Step 4 strengths? List them.
-

If not, what is your plan to develop this type of relationship?

Step 10 – Developing your habit of pro-actively seeking experience and feedback, reflecting on it, and continuously revising and improving your Roadmap professional development plan.

In the spring of the 1L year, you should ask an experienced lawyer/judge to go over your Roadmap template and give you feedback. Based on your experiences in the summer between 1L and the fall of your 2L year, you will revisit this Roadmap plan again with an experienced lawyer/judge to reflect on your summer experience, discern the changes you want to make in the Roadmap template, and then plan for experience in the spring semester of your 2L year, the summer between the 2L and 3L years, and experience in the 3L year. In this process, you are going to develop to a later stage with respect to Table 7's Milestone Model on Student Ownership of Continuous Professional Development.