

Index

- 1Ls
 - coaching guide for, 146–56
 - constitutional law curriculum, 131–32
 - curriculum development for, 127–29
 - emphasis on cognitive competencies, 139
 - Legal Profession course, 132–34
 - major transitions for, 86–87
 - ROADMAP plan for, 129–30, *see also* ROADMAP curriculum
- 360 degree assessments, 91–92
- ABA
 - accreditation, 63
 - accreditation standard 302, 103
 - accreditation standard 303, 15–16
 - accreditation standard 314, 90
 - accreditation standard 315, 67, 96–99
 - accreditation standards, 60, 67
 - Critical Lawyering Skills: A Companion Guide to the Roadmap, 130
 - Section of Legal Education and Admissions, 73
- Abbott, Ida, 75–76, 77
- academic success professionals, 44, 158
- accreditation, 90, 96–98, 127, *see also under* ABA
- Accreditation Council for Graduate Medical Education (ACGME), 57, 59
- administrators. *See* law faculty and staff
- adult learning theory, 87
- advanced beginner milestone, 58
- American Association of Colleges and Universities Problem-Solving Value Rubric, 106
- apprenticeships, 29, 33, 41–42, 46, 49–52
 - as hidden curriculum, 48
 - coaching and curating, role of, 41–42
 - first, 46
 - for competency building, 33
 - importance of, 49
 - professional identity formation and, 29
 - third, 50, 51–52
- Arnett, James, 89
- assessments
 - assessment modules, 69–70
 - direct observation of students, 91
 - local conditions in law school, 119–21
 - multi-source feedback, 91–92
 - of PD&F goals, 89–93
 - of programs, 96–99
 - self-direction and, 59
- associates, 143–45
 - ability to respond to clients' needs, 143–44
 - reasons for failure of new lawyers, 143–45
- Association of American Law Schools (AALS):
 - Before the JD: Undergraduate Views on Law School, 88–89, 135–36
- Association of Corporate Counsel survey (2019), 8, 22
- autonomy, 14–15, 82, 109–10
- Bandari, Rupa, 130
- benchmarks, 57, *see also* foundational competencies
- benefits of PD&F goals
 - client-centered problem solving, 7–13
 - self-directed/self-regulated learning, 3–4
 - service orientation, 4–7
 - well-being practices, 13–15
- Bilionis, Louis, 46, 131
- BTI Consulting Group's Client Service A-Team Survey of Law Firm Client Service Performance (2019), 8, 20–21

- California State Bar survey (2020), 23–24
 career services, 36, 42, 44–45, 51, 158
 Carnegie studies, 71, 72
 CBLE. *See* competency-based legal education (CBLE)
 CBME. *See* competency-based medical education (CBME)
 clients, 7–13, 30, 103–8, 121. *See also* practice of law
 client-centered problem-solving approach
 competencies needed by, 138, 141–45
 deep responsibility and service orientation to, 5, 20, 21–22, 104
 needs of, 26–27, 61, 77–79
 service orientation toward, 146
 coaching, 75–82, *see also* mentoring
 benefits of, 76
 benefits of long-term, 93
 bridging goals and curriculum modules, 140
 continuous coaching model, 122, 130
 core competencies of, 78–80
 curating and, 40–43
 defined, 76
 goals in ROADMAP curriculum, 151–52
 GROW model of, 79–80
 law students, foundational competencies, 80
 reflective thinking process, guidance of, 74
 ROADMAP curriculum and, 129–30, 146–56, *see also* ROADMAP curriculum
 ROADMAP guide for 1Ls, 152
 teaching as, 40–42
 to promote reflection, 80–81
 Coaching Core Competencies Model (ICF), 78–79
 coalition of the willing, 121–22
 community building
 1L constitutional law curriculum, 131–32
 1L Legal Profession course, 132–34
 bridging student goals and system needs, 138–40
 building a learning community, 122–23
 coalition of the willing, 121–22
 competencies needed, 136–38
 curating, 124–25
 examples, following successful, 126–34
 focus on gradual small steps, 125–26
 go where they are principle, 118–56
 legal profession, bridge building to, 141–45
 local conditions, 119–21
 milestones for PD&F goals, purpose and function of, 63
 personal goals, bridging, 134–40
 ROADMAP curriculum, 129–30
 competencies, foundational, *see* foundational competencies
 competency-based education. *See also* foundational competencies
 accreditation and, 48–50
 defining core competencies, 53–54
 future of, 64
 legal education, application to, 60–63
 medical school, lessons from, 53–63
 multi-stage process, 55–60
 other options to, 125
 competency-based legal education (CBLE), 60–63
 core components, 61, 62–63
 Holloran Competency Alignment Model, 68–69
 competency-based medical education (CBME), 54–60
 defined, 54, 58
 five core components of, 56–57
 student assessment, 90, 92–93
 competent milestone, ACGME, 58
 constitutional law curriculum, 131–32
 continuous professional development toward excellence, 3–4, 13, *see also* foundational competencies
 1L experiences, 86–87
 experiential learning and, 84–87, 91
 fostering goals of, 119
 goal articulation, 100
 mentoring and coaching, 77–78
 milestones for, 57–59
 professional identity formation, 30
 reflective practices for, 101
 ROADMAP for, 146–47
 self-assessment, 100
 students' proactive roles in, 138
 transitions between 2L and 3L years, 111
 coproduction, concept of, 106
 core values, 6–7, 14, 104–5, 133, *see also* service orientation
 Council for Higher Education accreditation, 97
 cross-cultural competency, 34, 102–3
 curating, 40–43
 benefits of, 41
 defined, 124
 implementation and, 124–25
 curriculum development, 64–117
 1L year, 127–29

- assessment on PD&F goals, 89–93
 curricular modules connecting students' goals to stakeholders' needs, 138–40
 developmental stages of students in, 70–72
 major transitions for students and, 82–87, 111
 mentoring and coaching, 75–82
 Milestone Models, 67–69, 99–110, 112–17
 personal connection to student, 87–89
 principles, overview of, 64–67
 program assessment, 96–99
 reflection and self-assessment, 72–75
 resources for, 134
 sequenced progressions and assessment modules, 69–70
 student portfolios, 94–96
- deep responsibility. *See* service orientation
- Delta model of lawyer competency, 9
- developmental stages of students, 70–72, 139, 141–45, *see also* continuous professional development toward excellence
- distance learning, 50, 122
- Diversity, Equity, and Inclusion initiatives, 4, 81, 121, 141
- Dreyfus Model of Adult Skill Acquisition, 57, 58, 69
- education milestones, 57, 59, *see also* foundational competencies
- educational models
 adult learning theory, 87
 competency-based education, 90, *see also* competency-based education
 competency-based legal education (CBLE), 60–63, *see also* competency-based legal education (CBLE)
 competency-based medical education (CBME), 54–60, *see also* competency-based medical education (CBME)
 for law schools, 36
 guide on the side approach, 41, 46
 tea-steeping model of education, 53
 traditional vs. CBME, 59–60
- employers. *See also* practice of law
 assessing competencies of employees, 68
 benefits of developing client-centered problem-solving approach for, 7
 benefits of fostering student ownership of professional development, 3–4
 competencies needed by, 138–39, 141–45
 diversity needs, 141
 failures of associates, 143–45
 foundational competencies model, benefits for, 11–13, 17–18
 hiring criteria, 144–45
 needs of, 9–11
 employment opportunities, 7, 138
- Englander, Robert, 53
- entrepreneurial mindset, 9, 27, 142–45
- E-Portfolios, 94, 95
- ethics, 6
- excellence. *See* foundational competencies
- experiential learning, 84
 professional development and, 87, 91
- expert milestone, 58
- feedback. *See also* coaching
 actively seeking, 100
 from peers, 131–32
 giving and receiving, 46
 importance of, 72–75, 139
 self-assessment and, 89–93
 self-directed seeking of, 18, 58–59, 72–75
- fiduciary mindset, 5, 102
- Floyd, Daisy Hurst, 132–34
- Floyd, Timothy W., 132–34
- Formation of Professional Identity: The Path from Student to Lawyer (Longan, Floyd, & Floyd), 132–34
- foundational competencies, 3–4
 client-centered problem solving. *See* problem-solving approach
 continuous professional development toward excellence. *See* continuous professional development toward excellence
 deep responsibility and service orientation. *See* service orientation
 defining levels of, 57, 58, 67, 69–70
 empirical studies defining, 17–27
 foundational competencies model, 136–38
 implementation of curriculum, 136–38
 needed by clients and legal employers, 138–39
 portfolios as tool for, 94
 reflection and self-assessment, 72–75, 114–16
 well-being practices, 14. *See* well-being practices
- Foundational Competencies Model, 10–13
- Foundations Instructional Design Guide (IAALS), 25–26
- Furlong, Jordan, 27, 106

- Generation Z, 140
- go where they are principle
- bridging personal goals and professional competencies, 134
 - for encouraging PD&F engagement, 70–72
 - law school communication with students, 139
 - realizing PD&F goals, 118–56
 - students' level of development and, 81
 - with faculty, staff, and administrators, 123–24
- goals. *See also* professional development and formation goals
- articulation of, 100
 - bridging personal goals and competencies, 134–35
 - students, 134–40
- GROW model of coaching, 79–80
- guide on the side approach, 41, 46
- Hamilton, Neil, 7, 73, 130, 143, 146
- Henderson, William, 27, 139
- Holden, Mark, et al., 94
- Holloran Center
- coaching guide, 130
 - Competency Alignment Model, 68–69
 - Milestone Models, 99–102, 103
 - national network for PD&F, 159–60
- Holmboe, Eric, 3–4, 53, 58, 77, 101
- individualized learning plans, 66, 94–96
- Institute for the Advancement of the American Legal System surveys, 8, 18, 20–21, 24–26, 144–45
- International Coaching Federation (ICF), Coaching Core Competencies Model, 78–79
- interventions, 81–82, 123
- IRAC formulation, 103
- Jacobus, Laura, 130
- Kiser, Randall, 27
- Krieger, Lawrence, 13–15, 109
- law faculty. *See* law schools
- law faculty and staff
- ABA standard 315, 96–97
 - bridging legal doctrine and analysis, 121
 - bridging student goals and system needs, 139–40
 - building learning community for PD&F goals, 122–23
 - curating and coaching by, 40–41, 124–25
 - development of student competencies, 33–36
 - feedback and assessment by, 89–92
 - go where they are principle, 123–24, *see also* go where they are principle
 - leadership opportunities for, 158–60
 - local conditions among, 119–20, 125–26
 - milestones for PD&F goals, purpose and function of, 63
 - PD&F goal challenges for, 67–68
 - professional identity formation, role in, 37–38
 - professional identity formation support, 43–44
 - student observation by, 93
 - student portfolios, 95
 - student well-being, support for, 13
- law schools
- assessing local conditions in, 100–1, 119–21
 - building a learning community, 122–23
 - building bridges among major stakeholders, 118–56
 - coalition of the willing, 121–22
 - communication with legal employers and clients, 141–45
 - creating community in, 140
 - examples, following successful, 126–34
 - go where they are principle, 123–24, 139, *see also* go where they are principle
 - gradual small steps toward PD&F goals, 125–26
 - medical education, lessons from, 52
 - milestones for PD&F goals, purpose and function of, 63
 - professional development of, 49–53
 - professional identity formation, role in, 38–40
 - program assessments in, 96–99
 - project management, 50–51
 - purposefulness, framework for development of, 49–53
 - relationships and collaborations, 51–52
 - student observation by faculty and staff, 93
 - supporting professional development of, 49–50
- law students. *See* students
- leadership opportunities, 157–60
- learning
- online, 4

- personal learning plans, 59
 - self-directed/self-regulated, 3–4
- legal employers. *See* employers
- legal profession. *See* practice of law
- Legal Profession course, 132–34
- legal system. *See* practice of law
- Llewellyn, Karl, 29
- Lockyer, Jocelyn, et al., 83
- Longan, Patrick Emery, 132–34

- major competencies, excellence in. *See also*
 - foundational competencies
 - coaching and mentoring, role of, 77
 - law school support for developing, 119–20
 - Milestone Models for, 99–102
- major stakeholders. *See* stakeholders
- major transitions, 82–87
 - 1Ls, 86–87
 - characteristics of, 83–85
 - further research, need for, 111
 - students, assessment of, 85
- Manch, Susan, 144
- medical education. *See also* competency-based
 - medical education (CBME)
 - challenges to changing learning outcomes, 125–26
 - major transitions in, 83
- mentoring. *See also* coaching
 - benefits of long-term, 93
 - coaching and, 75–82
 - compared to coaching, 77
 - defined, 76
 - law students, foundational competencies, 80
 - on PD&F goals, 71
- Mercer University School of Law, 132
- Milestone Models
 - assessment using, 90–91
 - creation of, 160
 - developing curriculum for, 67–69
 - for excellence in major competencies, 99–110
 - for service orientation and deep responsibility, 102–3
 - for specific PD&F goals, 68–69
 - how to choose, 127
 - program assessment utilizing, 98
 - reflection and reflection writing assignments, 112–17
 - well-being practices, 109–10
- milestones
 - in CBME, 57, 59
 - purpose and function for PD&F goals, 63
- Model Rules of Professional Conduct, 5–7
- Monson, Verna, 73

- National Association for Law Placement
 - Report (2021), 9, 26
- National Conference of Bar Examiners survey (2020), 8, 22
- new lawyers, failures as associates, 143–45
- Nguyen, Quoc, 73
- novice learners
 - problem solving, 108
 - reflection and writing assignments, 82, 114
 - self-directedness, 100–1
 - service orientation, 104–5
 - well-being practices, 110

- online learning, 4
- Organ, Jerome, 146

- patient-centered care, 54
- Pina, Thiadora, 130
- portfolios, 94–96
 - benefits of, 95–96
 - E-Portfolios, 94, 95
 - in CBME, 95
 - individual reflection writing assignments, 112
- practice of law
 - bridge building to, 141–45
 - bridging student goals and system needs, 138–40
 - competency-based education and, 57–59
 - internalizing PD&F goals for, 53
 - major competencies needed for, 1, 11–13, 32–37, 99, 118, 119
 - need for continuous professional development toward excellence, 30–31
 - PD&F goals in 1L curriculum to develop competencies, 128
- problem-solving approach, 7–13
 - as PD&F goal, 7–13
 - client-centered problem-solving approach, 7–13, 103–8
 - competence, levels of, 107–8
 - fostering, 121
 - in law firm competency models, 26
 - medical education, lessons from, 53
 - Milestone Models for, 103
 - professional identity and, 30

- professional development. *See* continuous professional development toward excellence
plans; *see* ROADMAP curriculum
- professional development and formation goals, 1–27, *see also* professional identity formation
- 1L curriculum for, 127–29
- aligning with employer needs, 141–42
- assessment of, 89–93
- connection to students' abilities and aspirations, 87–89
- continuous professional development toward excellence, 3–4, *see also* continuous professional development toward excellence
- curriculum development for, 70–72
- foundational competencies, 3–4, 17–27
- going where they are principle, 118–56, *see also* go where they are principle
- milestones, purpose and function, 63
- personal connection of student to, 87–89
- principles to inform curriculum development, 64, *see also* curriculum development
- problem-solving approach, 7–13, *see also* problem-solving approach
- realizing benefits of, 15–16
- service orientation, 4–7, *see also* service orientation
- supporting formation, 37–49
- understanding and integrating, 157–60
- well-being practices, 13–15, *see also* well-being practices
- professional identity formation, 1–3, 30–37
- components, interrelationship between, 32–37
- curating and coaching, 40–43
- enterprise-wide support, 43–49
- law faculty, role of, 37–38
- law school, role of, 38–40
- socialization, process of, 31–32
- workable conception of, 30–31
- professional judgment, 7–13
- Professional Responsibility class, 85
- professors. *See* law faculty and staff
- proficient milestone, 58
- purposefulness framework, 30–52, 64
- law school's professional development, 49–53
- Milestone Model and, 67
- reflection and self-assessment
- guided reflection, 75–82
- individual reflection writing assignments., 112–16
- Milestone Models for, 112–16
- on core values, 133
- subcompetencies, 73–74
- Regan, Mitt, 9, 25
- relatedness, 14, 109–10
- responsibility. *See* service orientation
- ROADMAP curriculum, 129–30
- coaches, role of, 146–47
- coaching guide for 1Ls, 146–56
- main coaching goals, 151–52
- process, 147–51
- Question Template, 153–56
- Rohrer, Lisa, 9, 25
- SDT. *See* self-determination theory (SDT)
- self-assessment, 72–82, *see also* reflection and self-assessment
- professional development, 100
- ROADMAP process for, 148–51
- self-determination theory (SDT), 13–15, 82, 109
- self-directed learning
- defined, 151
- fostering, 119
- ROADMAP and, 151
- sequenced progressions and assessment modules, 69–70
- service orientation
- as PD&F goal, 4–7, 20, 58
- client-centered problem solving and, 7
- fostering student growth toward, 89, 120–21
- helping students grow in, 102–3
- legal employers need for, 33, 142
- levels of development in, 77
- Milestone Model for, 102–5
- professional development plan for, 129
- ROADMAP guide, 146–47
- Shaffer, Thomas L. & Robert S. Redmount, 29
- Sheldon, Kennon, 13, 109
- Shultz/Zeddeck survey (2003), 7
- Sisk, Greg, 5
- socialization, professional identity formation and, 31–32
- staff. *See* law faculty and staff
- stakeholders. *See also* community building
- building bridges among, 118–19
- connecting with PD&F goals, 134, 158
- influence of, 16

- Sternszus, Robert, 84
 student portfolios. *See* portfolios
 students. *See also* 1Ls
 as active agents, 58–59
 bridging goals and system needs, 138–40
 bridging personal goals and competencies, 134–35
 developmental stages of, 70–72
 disadvantaged, 4
 goals of, 134–40
 guided reflection, 75–82
 important transitions, assessment of, 85
 major transitions for, 111
 milestones for PD&F goals, purpose and function of, 63
 personal connection to PD&F goals, 87–89
 personal goals of, 81, 88
 professional development, proactive role in, 138
 ROADMAP curriculum, 129–30
 support in meeting goals of, 81
 Sullivan, William M., 160
 summer employment/internship experiences, 38, 39–40, 87, 111, 154–55
 Susskind, Richard, 27
- teamwork and collaboration, 18, 23, 95, 120, 124–25, 131–32
 tea-steeping model of education, 53
 technical competencies, 10
- Terry, Kelly, Kendall Kerew, and Jerry Organ:
 BECOMING LAWYERS: AN INTEGRATED APPROACH TO PROFESSIONAL IDENTITY FORMATION, 134
 thinking like a lawyer, 1, 43, 88, 157
 Thomson Reuters
 Delta model of lawyer competency, 9
 interviews and survey (2018–19), 8
 top ten competencies for successful lawyers, 19
 transitions. *See* major transitions
- University of Minnesota Law School, 142
 University of Richmond School of Law, 128
 University of St. Thomas School of Law, 128, 146
- values, 133
 Villanova's Charles Widger School of Law, 142–43
- well-being practices, 13–15
 for 1Ls, 128
 fostering law school support for, 121
 in ROADMAP curriculum, 129
 levels of competency for, 110
 local conditions in law schools and, 120
 mentoring and coaching, 81–82
 Milestone Model for, 109–10
 professional identity formation and, 30
 Whitmore, John, 76, 79–80

