

Who's in Charge of Your Career?

Facilitator Guidelines and Program Materials

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University of Miami School of Law

Facilitator Trainings:

Monday, October 17, 2011
7:00-9:30 pm

Small Group Meetings:

Tuesday, October 18, 2011
6:00-8:00 pm; 8:00-10:00 pm

Wednesday, October 19, 2011
6:00-8:00 pm; 8:00-10:00 pm

Thursday, October 20, 2011
6:00-8:00 pm; 8:00-10:00 pm

Student Coordinators

Aamir Saeed
Rachel Kipnis
Christine Job
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Faculty Coordinators

Rob Rosen
Scott Rogers

Who's in Charge of Your Career?

Facilitator Guidelines

In this memo, we hope to give you guidance as to the timing and content of the program.

Four Program Goals

- (1) To make students more mindful of their different ethical orientations, life goals and passions, especially those that brought them to law school.
- (2) To make students more mindful of what pressures, stated and unstated, drive law students to certain types of career choices.
- (3) To expose attorneys-in-training to the different forms of fulfillment available in practicing law.
- (4) To expose students to how their values, goals and passions inform the reactions they are having both to law school and the law they are learning.

Program Outline and Time Schedule

6:05-6:15: Welcome, Introductions and Transition to ELI

Introductions: In addition to their first name, ask the students to share “What was their best job experience?” or “best boss?” or “college internship?”

A. **Transition:** Share with students that we are not hiding the ball. We feel that there is one good answer to “Who’s in Charge of Your Career?” The answer is “You.” But the question is “Who are you?”

6:15-6:45: ELI Administration, Review and Evaluation

B. **ELI Administration:** The “Ethical Lens Inventory” initiates exploration of this question.

Distribute the stapled packet to the students. The packet contains:

- (1) Consent and Release,
- (2) Handout on Online Access of the ELI,
- (3) Scatterplot of Representative Sample of 1L Cohorts, and
- (4) Form for the Students to Evaluate the ELI

Steps for ELI Administration and Review:

1. Have students review, execute, and turn in the Consent and Release form (Page 1)
2. Students turn on their computers to take the ELI, using the instructions (Page 2). They then read their report.
3. After student have a chance to review their ELI report, have them turn to the Scatterplot (Page 3) and note where they fall in relation to a representative sample of their 1L classmates.
4. Student then take a few minutes to provide their comments on the ELI (Page 4).

6:45 – 7:05: Explore the ELI and Transition to Break

C. ELI Discussion: Explore ELI Results (3rd Person Perspective)

Suggested questions:

1. Let's say students were at the extremes. Which one would be best suited for tax law? public interest law? family law? corporate law? Would your answer be the same if we were discussing the tax lawyer who interfaced with clients? Who joined with a family lawyer to provide guidance during divorce proceedings?
2. Which students would most enjoy the Socratic method? Seeing the professor skewering another student?
3. Which student would most likely emphasize the freedom of contract? The duty to disclose defects in a sale? Unjust enrichment? Reliance?
4. Are you able to overcome your ELI results?

D. Transition: Before you take a 5 minute break, tell students that next part of program is viewing a 10 minute movie made by their fellow students, followed by discussion of the types of fulfillment available from different career choices. Program will end at 7:50

7:05-7:10 Break. Snacks and drinks outside room.

E. Video Segment and Discussion

7:10-7:21 Watch Movie

7:22-7:48 Discuss Movie. Explore Students' Perceived Personal Outcomes from Legal Work, i.e., What will you get out of legal practice?

Suggested Questions:

1. Which of these two firms, if any, would you want to work for? Why?
2. Does LAW appear to you to be more “professional?” What will you get out of becoming a “professional”?
3. Who are the associates trying to impress? Only the partner? Client? Each other? Are you trying to impress each other in law school? How are you doing that?
4. Do their life goals and career goals appear to be in harmony or in conflict? Are they realizing the passions that led them to law school?
5. Who do you think makes more money now? Will that be the same in 5 or 10 years? What do you think it will depend on?
6. Are either contributing to justice? Does that matter to you?
7. Are you worried for either about their abilities to balance commitments to their work and their family?
8. What types of fulfillment are you seeking from legal work or other work that you might pursue? We will assume money. What else?

7:48-7:50: Closing Comments and Evaluation Form

Hand out the "Program Evaluation Form" and ask students to hand it in on their way out.

Students are not to put any identifying information on this short evaluation form.

Place all collected materials in a manila envelope. One of the student facilitators will collect it and bring it to a student researcher.

The collected materials include:

1. Consent and Release Forms
2. Student Evaluation of ELI
3. Program Evaluation

Consent and Release

For the administration and analysis of

“The Ethical Lens Inventory”

I am being offered the opportunity to take a questionnaire that will result in a measure that allegedly represents my "Ethical Lens Inventory." This instrument's reliability has not been established. Nonetheless, the School believes that it is one way for me to become mindful of my own value choices, which may influence how I approach school and career choices. I will be given an opportunity to assess its validity. Taking the "Ethical Lens Inventory" questionnaire is not necessary for me to participate in the rest of this program on "Who is in Charge of your Career?"

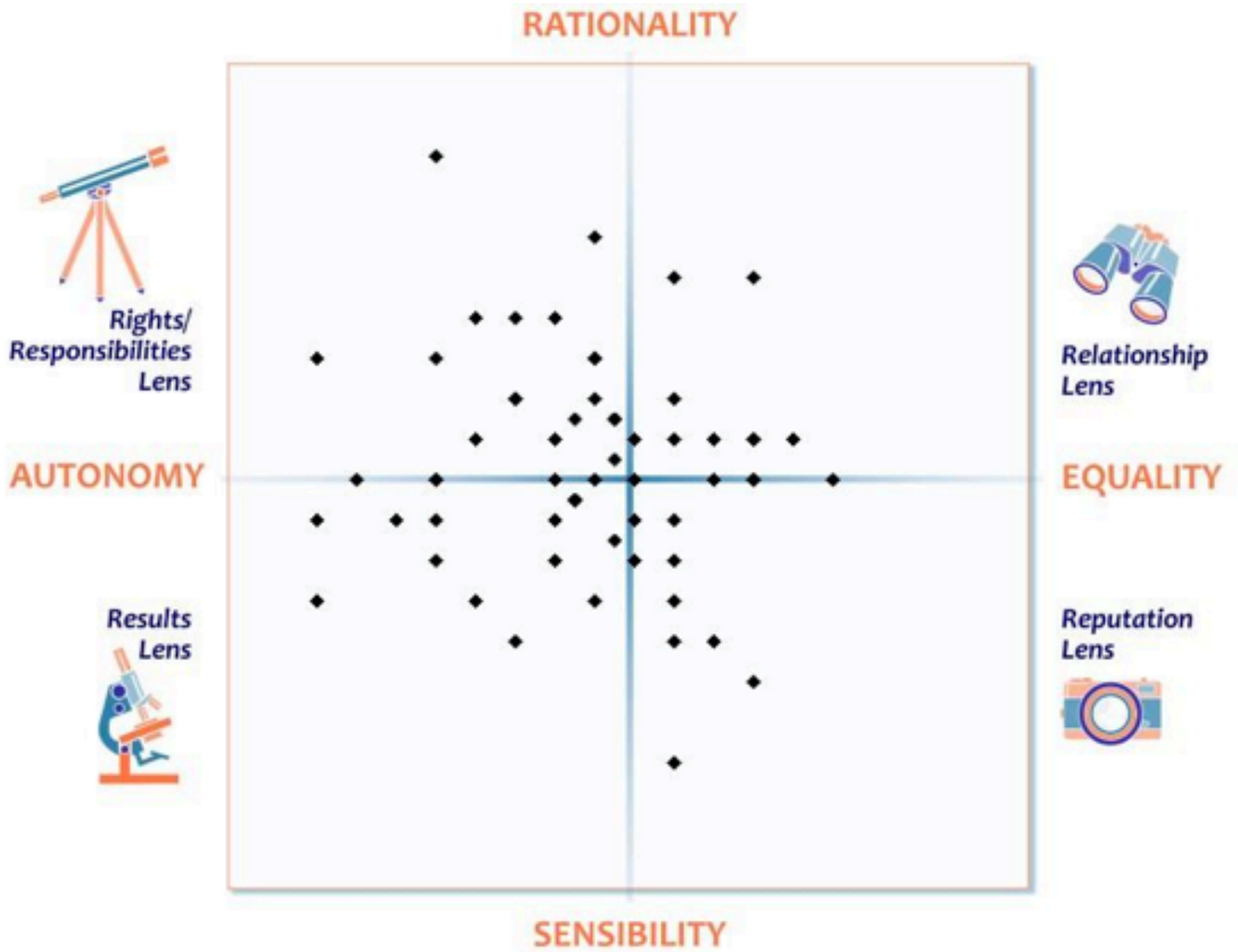
Should I choose to take the "Ethical Lens Inventory," my results will be identifiable by my "C" number. The only purpose of this use of my "C" number is to enable the researchers, including Professors Rosen and Rogers, to compare my results from today and my results from the administration of the "Ethical Lens Inventory" in another related program to be held in March. Asking me to take this questionnaire twice is for the purpose of enabling the researchers to gather evidence on the reliability of this instrument. I consent to being part of this research and for the researchers to release data on results partly based on my answers to the questionnaire now and in March. I do not consent to the release of any information that can be used to identify me with individual "Ethical Lens Inventory" results. I charge the researchers with the responsibility to maintain my privacy and the confidentiality of my individual results.

(signed)

(dated)

Instructions to Access the ELI

1. Go to: www.ethicsgame.com
2. Click on: “Game Registration” – (4th Tab on left)
3. Input “7VJ26J” in Class Code
4. Click “Proceed” when you see the pop up box.
5. First Name = C#
6. Last Name = MOPorient
7. e-mail address = C#@MOPorient.com (retype e-mail address)
8. Password = miamilaw (retype password)
9. Class Code = 7VJ26J (should be in the field already)
10. Press “Submit”
11. Click “Ethics Lens Inventory” hyperlink
12. Proceed with the Ethics Lens Inventory



This image is a scatterplot of the ELI results of a group of your classmates who took the ELI earlier in the semester.

