

ARTICLE

MENTOR/COACH: THE MOST EFFECTIVE CURRICULUM TO FOSTER EACH STUDENT'S PROFESSIONAL DEVELOPMENT AND FORMATION[©]

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I. INTRODUCTION

Law schools must give more attention to fostering each student's growth toward both ownership of the student's own continuous development and the relationship skills that clients and legal employers need. A fast-growing number of law schools (almost a third of all law schools) are moving in this direction and experimenting with required professional-development-and-formation curriculum in the 1L year to respond to concerns about bar passage, postgraduation employment outcomes, and student well-being.¹ Since many disadvantaged students² in particular need help to grow toward later stages of both ownership of professional development and relationship skills, law schools considering a diversity, equity, and inclusion initiative should give attention to required professional-development-and-formation curriculum as part of the initiative. This essay will emphasize current empirical research pointing toward a one-on-one continuous coaching model for each student as the most effective curriculum to foster this type of student growth.

The learning outcomes for 1Ls in these newly required professional-development-and-formation initiatives group into two principal themes: (1) developing and demonstrating self-understanding, self-direction, and discernment of the student's path in the legal market and (2) developing and

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1. See Jerome Organ, *Common Threads Across Increasingly Common First-Year Courses/Programs Focused on Professional Development*, 2020 PRO. DEV. Q. 20, 21.

2. Dorainne Green et al., *Group-Based Inequalities in Relationship Quality Are Associated with Disparities in Belonging, Satisfaction, and Achievement in Law School*, 12 (accepted pending minor revisions at J. Legal Educ.) (arguing that disadvantaged groups in law school are groups whose members are historically underrepresented in the legal profession due their backgrounds).

demonstrating the relationship and communication skills needed in the legal market.³ These track closely with the two foundational learning outcomes of the professional-development-and-formation movement in United States legal education:

1. ownership of continuous professional development toward excellence at the major competencies that clients, employers, and the legal system need, and
2. a deep responsibility and service orientation to others, especially the client.⁴

For example, one of the most recent professional-development-and-formation initiatives is the University of Richmond Law School's required one-credit course in the 1L year, scheduled to start in the fall of 2021, with learning outcomes emphasizing (1) discerning the student's own values as a member of the legal profession, (2) developing critical interpersonal lawyering skills, and (3) engaging in self-directed learning, including designing and implementing a written plan for ongoing professional development and well-being.⁵ The University of St. Thomas School of Law Mentor Externship Program emphasizes (1) fostering the highest levels of professionalism, (2) developing the relationship skills necessary for professional success in any employment context, and (3) deepening and broadening each student's professional competencies by emphasizing self-directed learning.⁶

The challenge is how to most effectively foster each student's growth toward later stages of development related to the two foundational professional-development-and-formation learning outcomes. Part II of this article, borrowing from the author's forthcoming book with Cambridge University Press, *Law Student Professional Development and Formation: Bridging Law School, Student, and Employer Goals*, briefly outlines the principles supported by empirical research that can guide curriculum development for these new professional-development-and-formation initiatives. The principles point toward a one-on-one continuous mentoring/coaching model as

3. Organ, *supra* note 1, at 21–24.

4. See NEIL HAMILTON & LOUIS BILIONIS, *LAW STUDENT PROFESSIONAL DEVELOPMENT AND FORMATION: BRIDGING LAW SCHOOL, STUDENT, AND EMPLOYER GOALS*, (forthcoming 2021) (manuscript at chapter 1) (on file with authors). Note that these two foundational professional development and formation learning outcomes also reflect the three basic psychological needs identified by Self-Determination Theory: (1) to be competent—to feel the person has the needed skills to be successful; (2) to be autonomous—to feel in control of the person's own goals and behaviors; and (3) to feel related/connected with others—to experience a sense of belonging or attachment to other people. If a student better meets these needs, the student experiences improved well-being. See also Lawrence Krieger & Kennon Sheldon, *What Makes Lawyers Happy?: A Data-Driven Prescription to Redefine Professional Success*, 83 GEO. WASH. L. REV. 554, 564, 582–85 (2015).

5. Email from Janice Craft, Dir. of Pro. Identity Formation, Univ. of Richmond Sch. of L. to Neil Hamilton, Author (July 8, 2020) (on file with author).

6. Univ. St. Thomas, *Mentor Externship Program*, UNIV. ST. THOMAS, <https://www.stthomas.edu/law/practicaltraining/mentor/> (last visited Apr. 2, 2021).

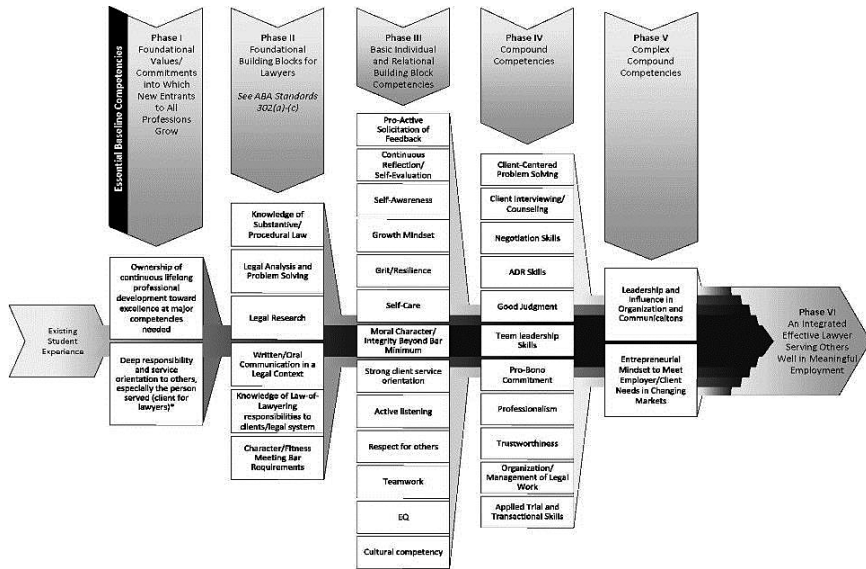
the most effective curriculum to foster each student's growth toward later stages of these two foundational learning outcomes. Part II also analyzes why combining themes from the mentoring literature and the coaching literature to create a mentor/coach model makes the most sense to foster growth toward these outcomes. Part III outlines the principles that should inform mentor/coach interaction with mentored and coached students. Part IV provides important considerations in mentor/coach selection and training. Part IV also considers how to minimize the budgetary impact of implementing a continuous mentor/coach model for each student by using gradual steps in a long-term strategic plan.

II. PRINCIPLES THAT CAN GUIDE CURRICULUM DEVELOPMENT FOR THE PROFESSIONAL-DEVELOPMENT-AND-FORMATION LEARNING OUTCOMES

It is important to visualize these foundational professional-development-and-formation learning outcomes for each student in the context of growing from being a new entrant to the profession to being an integrated, effective lawyer serving others well in meaningful employment. Figure 1 below provides a visual layered progression of law school learning outcomes. Essentially, the two foundational professional-development-and-formation learning outcomes in Group 1 should be reinforced throughout every year of law school.⁷ The foundational building blocks of Groups 2 and 3 should be the emphasis of the early semesters of law school (in the author's experience, the competencies in Group 3 are greatly under-emphasized), and the compound and complex-compound competencies of Groups 4 and 5 should be the emphasis of the later semesters of law school.

7. William M. Sullivan, *Foreword* to LOUISE ARNOLD ET AL., *TEACHING MEDICAL PROFESSIONALISM* at xi, xv (Richard Creuss et al. eds., 2009). William Sullivan, co-director for all the Carnegie Foundation for the Advancement of Teaching's studies on higher education for the professions, believes that the "chief formative challenge" for higher education in the professions is to help each student entering a profession to change from thinking like a student where he or she learns and applies routine techniques to solve well-structured problems toward the acceptance and internalization of responsibility to others (particularly the person served) and for the student's own development toward excellence as a practitioner at all of the competencies of the profession.

FIGURE 1⁸
 LAYERED PROGRESSION OF LEARNING OUTCOMES



Legal educators are very familiar with the curricular principles that inform fostering each student’s growth toward later stages of the Group 2 competencies like knowledge of substantive and procedural law, legal analysis, and legal research. But they are less familiar with the curricular principles that inform fostering each student’s growth toward later stages of the Group 3 individual and relational building-block competencies, the Group 4 compound competencies, and the Group 5 complex-compound competencies. Legal educators can learn about fostering student growth toward later stages of learning outcomes like those in Groups 3, 4, and 5 from other professions’ higher education. Higher education for other professions, particularly medical education, has been emphasizing learning outcomes like deep, internalized responsibility and service to the person being served (patient, client, etc.) for several decades.⁹

To guide legal educators interested in fostering student growth toward later stages of the learning outcomes like those in the required 1L professional-development-and-formation curriculum, the forthcoming Cambridge Press book synthesizes five useful principles from (1) the five Carnegie Foundation for the Advancement of Teaching studies of higher education

8. Holloran Center Model: How Law School Learning Outcomes Build on Each Other to Foster Student Development (illustration), in *Holloran Competency Milestones*, HOLLORAN CTR. (2019), <https://www.stthomas.edu/hollorancenter/hollorancompetencymilestones/>.

9. Neil Hamilton & Sarah Schaefer, *What Legal Education Can Learn from Medical Education About Competency-Based Learning Outcomes Including Those Related to Professional Formation and Professionalism*, 29 GEO. J. LEGAL ETHICS 399, 406–09 (2016).

for the professions, (2) scholarship on higher education generally, (3) moral psychology, and (4) medical education.¹⁰

A. *Principle 1: Understand the Importance of a Stage Development Model (Called a Milestone Model) for Each of the Learning Outcomes in a Required Professional-Development-and-Formation Initiative.*

A significant first step with learning outcomes is to understand the importance of making transparent and understandable to students the stages of development a student must grow through to achieve professional competence at the particular skill or capacity. Medical educators are calling these stage development models Milestone Models.¹¹

The milestones on a specific competency provide a “shared mental model” of professional development from student to competent practitioner to mastery.¹² A Milestone Model both defines a logical learning trajectory of professional development and highlights and makes transparent significant points in student development using a narrative that describes demonstrated student behavior at each stage.¹³ Milestones can be used for formative, summative, and program assessment. If a faculty and staff adopt a Milestone Model for a particular competency, they also are building consensus on what competent performance looks like, and thus will foster interrater reliability. Milestones also describe what a trajectory should look like so that learners can track their own progress toward becoming competent at a particular competency and programs can recognize students who are advanced or need extra help.¹⁴ Overall, each milestone reflects the Dreyfus and Dreyfus model of development, from novice to expert, shown in Figure 2 below.

10. HAMILTON & BILIONIS, *supra* note 4.

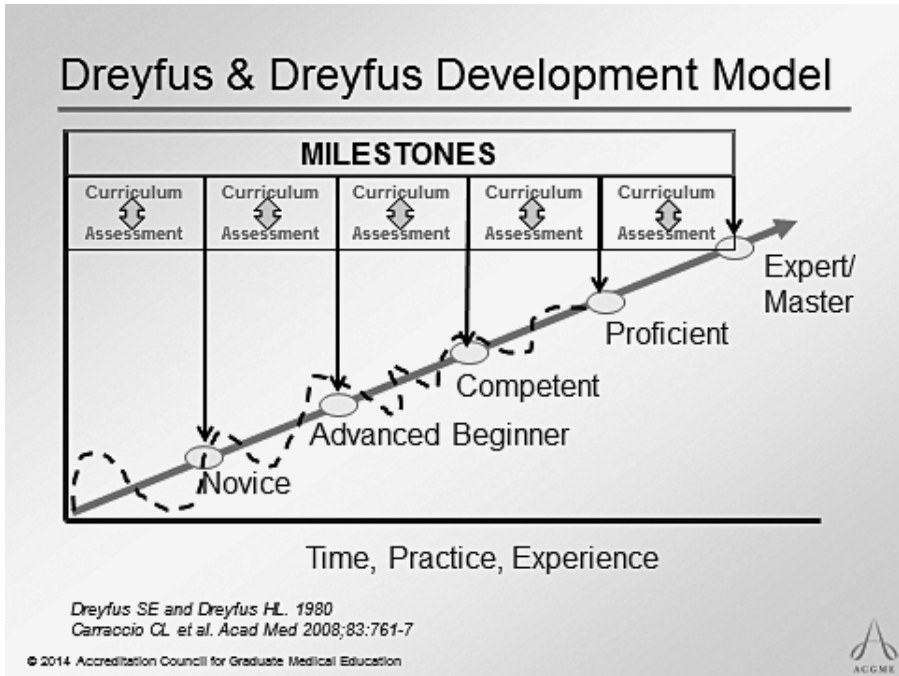
11. Laura Edgar et al., *Milestones 2.0: A Step Forward*, 10 J. GRADUATE MED. EDUC. 367, 367–69 (2018).

12. *Id.*

13. *Id.*

14. Eric Holmboe & Robert Englander, *What Can the Legal Profession Learn from the Medical Profession About the Next Steps*, 14 UNIV. ST. THOMAS L. J. 345, 350 (2018).

FIGURE 2¹⁵



Milestone Models for the professional-development-and-formation learning outcomes have substantial benefits for all major stakeholders in legal education. Table 1 outlines these benefits.

15. HUBERT DREYFUS & STUART E. DREYFUS, *MIND OVER MACHINE: THE POWER OF HUMAN INTUITION AND EXPERTISE IN THE ERA OF THE COMPUTER* (1986); Paul Batalden et. al., *General Competencies and Accreditation in Graduate Medical Education*. 21 HEALTH AFF. 103, 103–11 (2012). Figure adapted with permission from E. Holmboe, ACGME.

TABLE 1
 BENEFITS OF MILESTONE MODELS FOR THE PROFESSIONAL-
 DEVELOPMENT-AND-FORMATION-OF-LAW-STUDENTS
 LEARNING OUTCOMES¹⁶

Constituency or Stakeholder	Purpose/Function
Law Students	<ul style="list-style-type: none"> • Provide a descriptive roadmap to foster development toward later stages (students don't know what they don't know and need to be shown later stages) • Increase transparency of performance requirements • Encourage informed self-assessment and self-directed learning • Facilitate better feedback to the student • Guide personal action plans for improvement
Law Schools, Faculty, and Staff	<ul style="list-style-type: none"> • Guide curriculum and assessment tool development • Provide more explicit expectations of students • Provide a meaningful framework/shared mental model of student development • Support better systems of assessment • Enhance opportunities for early identification of under-performers so as to support early intervention
ABA Accreditation and the Public	<ul style="list-style-type: none"> • Enable continuous monitoring of programs for accreditation • Enables reporting at an aggregated national level on competency outcomes • Enables a community of practice for evaluation and research, with a focus on continuous improvement

Inherent in the Dreyfus and Milestone Models is that learners take ownership over their own continuous professional development to later stages on each of the necessary competencies.¹⁷ This matches the first professional-development-and-formation learning outcome: ownership of continuous professional development toward excellence at the major competencies that clients, employers, and the legal system need. Medical educators conclude that learners “must be active agents co-guiding both the curricular experiences and assessment activities.”¹⁸ What does it mean for a student to be an active agent in her own learning and assessment? “Learners

16. Adapted from CELESTE ENO ET AL., MILESTONES GUIDEBOOK FOR RESIDENTS AND FELLOWS 7 (2020).

17. Holmboe & Englander, *supra* note 14, at 350.

18. LAURA EDGAR ET AL., THE MILESTONES GUIDEBOOK 14 (2020).

must learn to be self-directed in seeking assessment and feedback.”¹⁹

Learners should ideally

1. perform regular self-evaluations together with receiving feedback from external sources,
2. develop personal learning plans that they revisit and revise at least twice a year, and
3. actively seek out assessment and feedback on an ongoing basis.²⁰

It is important that when a school implements a milestone model, the model align, to the degree possible, with the competency models legal employers use to assess their lawyers. This means not only that the school’s learning outcomes are meeting employer and client needs but also that students can communicate value to potential employers using the employers’ language. Diagram 1 below shows the competency alignment model developed by the Holloran Center.

DIAGRAM 1

HOLLORAN COMPETENCY ALIGNMENT MODEL STAGES OF DEVELOPMENT OF LEARNING OUTCOME COMPETENCIES: A CONTINUUM FROM ENTRY INTO LAW SCHOOL TO LATE CAREER²¹

During Law School



After Law School

To give an example of a Milestone Model that matches one of the foundational professional-development-and-formation learning outcomes, a Holloran Center working group²² created a Holloran Milestone Model on

19. *Id.*

20. *Id.* at 15.

21. Note that “competent learner” would be a student at graduation. *Holloran Competency Milestones*, HOLLORAN CTR., <https://www.stthomas.edu/hollorancenter/hollorancompetencymilestones/> (last visited Apr. 12, 2021), adapted from STUART E. DREYFUS, *The Five Stage Model of Adult Skill Acquisition*, 24 BULL. SCI., TECH. & SOC’Y. 177–81 (2004) (demonstrating that a “competent learner” is ready to take the bar and begin to practice law after passing the bar exam).

22. The working group that developed this Milestone included Rupa Bhandari, Susan Fine, Nicole Iannarone, Kendal Kerew (chair), Benjamin Madison, and the author.

student ownership of continuous professional development, shown in Table 2 below.

TABLE 2²³
HOLLORAN CENTER MILESTONE MODEL ON ASSESSMENT OF STUDENT'S
OWNERSHIP OF CONTINUOUS PROFESSIONAL DEVELOPMENT (SELF-DIRECTEDNESS)

Subcompetencies of Ownership/Self-Directedness	Novice Learner (Level 1)	Intermediate Learner (Level 2)	Competent Learner (Level 3)	Exceptional Learner (Level 4)
1. Self-Assesses and Identifies Strengths and Areas for Growth <i>Understands full range of lawyering competencies and diagnoses learning needs</i>	RARELY demonstrates understanding of full range of lawyering competencies and diagnoses learning needs	SOMETIMES demonstrates understanding of full range of lawyering competencies and diagnoses learning needs	OFTEN demonstrates understanding of full range of lawyering competencies and diagnoses learning needs	CONSISTENTLY demonstrates understanding of full range of lawyering competencies and diagnoses learning needs
2. Articulates Goals and Follows a Plan <i>Implements a written professional development plan reflecting goals that are specific, measurable, achievable, relevant, and time-bound²⁴</i>	RARELY creates and implements a written professional development plan reflecting goals that are specific, measurable, achievable, relevant, and time-bound	SOMETIMES creates and implements a written professional development plan reflecting goals that are specific, measurable, achievable, relevant, and time-bound	OFTEN creates and implements a written professional development plan reflecting goals that are specific, measurable, achievable, relevant, and time-bound	CONSISTENTLY creates and implements a written professional development plan reflecting goals that are specific, measurable, achievable, relevant, and time-bound
3. Acquires and Learns from Experience <i>Seeks experiences to develop competencies and meet articulated goals, and seeks and incorporates feedback received during the experiences</i>	RARELY seeks experiences or seeks and incorporates feedback received during the experiences	SOMETIMES seeks experiences and seeks and incorporates feedback received during the experiences	OFTEN seeks experiences and seeks and incorporates feedback received during the experiences	CONSISTENTLY seeks experiences and seeks and incorporates feedback received during the experiences
4. Reflects and Applies Lessons Learned <i>Uses reflective practice²⁵ to reflect on performance, contemplate lessons learned, identify how to apply lessons learned to improve in the future, and apply those lessons</i>	RARELY uses reflective practice to reflect on performance, contemplate lessons learned, identify how to apply lessons learned to improve in the future, and apply those lessons	SOMETIMES uses reflective practice to reflect on performance, contemplate lessons learned, identify how to apply lessons learned to improve in the future, and apply those lessons	OFTEN uses reflective practice to reflect on performance, contemplate lessons learned, identify how to apply lessons learned to improve in the future, and apply those lessons	CONSISTENTLY uses reflective practice to reflect on performance, contemplate lessons learned, identify how to apply lessons learned to improve in the future, and apply those lessons

23. *Holloran Competency Milestones Self-Directedness*, HOLLORAN CTR., <https://www.stthomas.edu/media/hollorancenter/pdf/Revisedself-directednessrubricDecember2019.pdf> (last visited Apr. 12, 2021).

24. Goals that exhibit these factors are referred to as SMART Goals: Specific—clear goals including what, why, and how; Measurable—including a clear method for evaluation of progress;

B. Principle 2: Work Toward a Sequenced and Coordinated Progression of Curriculum and Assessment Modules on Each Professional-Development-and-Formation Learning Outcome.

The Milestone Models make clear that each student is going to be at a novice, intermediate, competent, exceptional, or even later learner stage on a particular professional-development-and-formation learning outcome. Faculty and staff want to help each student grow from the student's current stage of development to the next stage. If the learning outcome is an institutional learning outcome—for example, over 30 percent of all law schools have adopted an institutional learning outcome on self-directed learning²⁶—then the faculty and staff need to work together as co-educators in a “whole-building” approach so that each student experiences a sequenced and coordinated progression of curriculum and assessment modules that foster the student's growth to the next stage. Over time, faculty and staff need to coordinate their efforts so, for example, the curricular and assessment modules on self-directed learning in the 2L and 3L years build on the modules in the 1L required professional-development-and-formation curriculum.

C. Principle 3: Take into Account That Students Are at Different Developmental Stages of Growth and Engage Each Student at the Student's Present Developmental Stage (Go Where They Are).

Considering each student's developmental stage on a particular competency and engaging the student at the appropriate stage are emphasized in the Carnegie studies of higher education in the professions,²⁷ scholarship on moral psychology,²⁸ scholarship on how learning works in higher education,²⁹ and scholarship on medical education.³⁰

The author has been experimenting with teaching to help students toward these professional-development-and-formation learning outcomes in

Achievable—including obstacles and realistic solutions; Relevant—including connection to core values; and Time-bound—including a clear timeline of steps.

25. Reflective practice requires learners to: focus on their own performance (what?); consider multiple perspectives, including their own, and contemplate lessons learned (so what?); and identify how to apply lessons learned to improve in the future (now what?).

26. Neil Hamilton, *The Gap Between the Foundational Competencies Clients and Legal Employers Need and the Learning Outcomes Law Schools Are Adopting*, 89 *UMKC L. REV.* 559, 571 (2021).

27. Neil Hamilton & Jerome Organ, *Thirty Reflection Questions to Help Each Student Find Meaningful Employment and Develop an Integrated Professional Identity (Professional Formation)*, 83 *TENN. L. REV.* 844, 868 (2016).

28. *Id.* at 869.

29. *Id.* at 870.

30. *Id.* at 871.

both the elective and the required curriculum for many years. Elective courses on these goals draw “the choir” from the student body who are very interested in personal and professional growth toward later stages of development on these outcomes. Designing elective professional formation courses is challenging, but the author has had very favorable student responses to these courses.

Designing a *required* professional-development-and-formation course is far more challenging because students bring a much broader spectrum of developmental stages. Note, for example, that students at earlier stages with regard to self-directed learning tend to be passive and are unlikely to take courses that create cognitive dissonance around ownership of professional development. Thus, for an institutional learning outcome, a required course is necessary to reach these early-stage students. However, in the author’s experience, an instructor who intentionally creates cognitive dissonance in a required course to foster growth toward later stages of self-directed learning is going to get some student pushback. Experimentation is required, packaged with a great deal of humility, and followed by responsive adjustments in the effort to design curriculum that reflects stage-appropriate engagement for each student. The author’s most common mistake has been to create engagements that appeal to the students at later stages of development but do not appeal to students at earlier stages.

The breakthrough in the author’s thinking in recent years has been “to go where they are,” understanding that virtually all, if not all, students want both bar passage and postgraduation employment that is meaningful to them given their life experiences, talents, and passions. Thus, the curriculum should help each student to understand clearly how the professional-development-and-formation learning outcomes and curriculum will enable the student to reach his or her goal of bar passage and meaningful postgraduation employment. This is an enlightened self-interest entry point toward these learning outcomes.

The author has also found that in the required courses, many students need much more help than the author had thought they might “connecting the dots” among their goals of meaningful employment, the competencies that legal employers and clients want, the faculty’s professional-development-and-formation learning outcomes, and the actual curriculum. For example, it was a surprise that 44 percent of first-year students at six law schools are self-assessing at one of the two earlier stages of self-directed learning.³¹ Many students also need much more help than the author had thought earlier to connect the dots between their prelaw experiences and

31. Larry Natt Gantt & Benjamin Madison, *Self-Directedness and Professional Formation: Connecting Two Critical Concepts in Legal Education*, 14 UNIV. ST. THOMAS L. J. 498, 504–05 (2018).

competencies and their law school experiences so that they can create a narrative of strong competencies that legal employers and clients want.

D. Principle 4: Provide Repeated Opportunities, Particularly at Major Transitions, for Guided Reflection and Self-Assessment to Foster Each Student's Growth to the Next Stage of Any Professional-Development-and-Formation Learning Outcome.

The Milestone Model on student ownership of continuous professional development (self-directed learning) in Table 2 specifically includes “seeks experiences to develop competencies and meet articulated goals and seeks and incorporates feedback received during the experiences” and “uses reflective practice to reflect on performance, contemplate lessons learned, identify how to apply lessons learned to improve in the future, and apply those lessons.”³²

The five Carnegie studies of higher education for the professions call out the importance of “fostering each student’s habit of actively seeking feedback, dialogue on the tough ethical calls, and reflection.”³³ Scholarship in moral psychology also emphasizes fostering each student’s reflective judgment and providing repeated opportunities for reflective self-assessment through the curriculum.³⁴ In the author’s study of exemplary lawyers (with Verna Monson), the professionalism award winners in the Minnesota bar emphasized the importance of ongoing reflection and learning in their career-long development toward later stages of these three professional-development-and-formation goals.³⁵ Medical education research also emphasizes the importance of fostering each student’s habit of reflection on experiences.³⁶

The major transitions a student experiences when the student is actually doing the work of a lawyer are particularly important times for guided reflection. A 2018 meta-analysis reviewed seventy articles on medical transitions to synthesize the evidence and provide guidance for medical education.³⁷ The strongest recommendation (based on a large and consistent body of evidence) was the following:

32. See Holloran Competency Milestones, *supra* note 21.

33. Hamilton & Organ, *supra* note 27, at 868.

34. Hamilton & Organ, *supra* note 29, at 869.

35. Neil Hamilton & Verna Monson, *Ethical Professional (Trans)Formation: Themes from Interviews About Professionalism with Exemplary Lawyers*, 52 SANTA CLARA L. REV. 921, 949, 957 (2012).

36. Neil Hamilton, *Professional-Identity/Professional Formation/Professionalism Learning Outcomes: What Can We Learn About Assessment From Medical Education?*, 14 UNIV. ST. THOMAS L. J. 357, 381 (2018).

37. Sarah Yardley et al., *The Do's, Don't and Don't Knows of Supporting Transition to More Independent Practice*, 7 PERSPS. MED. EDUC. 8 (2018).

1. Provide learning opportunities at transitions that include authentic (real-life or mimicking real-life) professional experiences that build progressively toward an understanding of principles. The authenticity of the learning becomes increasingly important as the learners become more independent.³⁸

Moderate to strong recommendations (based on solid evidence from one or more papers plus the consensus of the article authors) were as follows:

2. Encourage progressive, incremental independence by offering a sliding scale of decreasing supervision alongside demonstrating increasing trust in the student;³⁹
3. Make students aware of the psychological impact of actual responsibility, including the process of their own professional formation as they move up each level of training;⁴⁰
4. Establish a mentorship program with local champions to provide feedback to develop learners' competence and confidence (supported reflection and discussion are important in the process of becoming an independent practitioner);⁴¹ and
5. Aid the development of resilience and independence.⁴²

The author's own study of how 2Ls early in the fall semester assess the major transitions of the 1L year and the following summer supports the importance of professionally authentic experiences.⁴³ The 2L students reflecting on these major transitions rate professionally authentic experiences (i.e., real-life, or mimicking real-life, work of a lawyer) as having the greatest impact on their growth toward later stages of ownership of their own continuous professional development. For example, a very high proportion of students rated paid or unpaid summer employment generally (52 percent) and the most impactful single experience in summer employment (59 percent) as having a great impact on their transition from thinking and acting like a student to thinking and acting like a junior lawyer. The third most impactful experience was receiving back the first graded memorandum (with 19 percent responding this had great impact), and the fourth most impactful experience was professionally authentic experiences in mentor externship⁴⁴ (19 percent responding these had great impact).⁴⁵

38. *Id.* at 14.

39. *Id.* at 17–18.

40. *Id.*

41. *Id.* at 19–20.

42. *Id.* at 20.

43. Neil Hamilton, *The Major Transitions in Professional Formation and Development from Being a Student to Being a Lawyer Present Opportunities to Benefit the Students and the Law School*, 73 BAYLOR L. REV. 139, 155 (2021).

44. The University of St. Thomas School of Law has a required Mentor Externship where each student has an assigned mentor in the practicing bar in each year of law school.

45. Hamilton, *supra* note 43, at 153–54.

The curriculum should provide multiple opportunities for guided reflection at key transitions involving professionally authentic experiences with feedback to each student.

E. Principle 5: Understand That a Synthesis of Mentoring and Coaching Is the Most Effective Curricular Engagement to Foster Each Student's Guided Reflection and Guided Self-Assessment.

The Milestone Models in Principle 1 make clear that students are at different stages of development on the professional-development-and-formation learning outcomes and Principle 3 makes clear the importance of “going where they are” and engaging each student at the student’s current developmental stage on a particular outcome to foster growth toward the next stage. Principle 4 urges guided reflection and self-assessment, and Principle 2 strongly supports a coordinated and sequenced progression of curriculum and assessment modules to foster this growth for each student.

Taken together, the first four principles require individualized guided reflection and guided self-assessment, especially with respect to professionally authentic experiences, in a coordinated sequence of modules to help each student grow from that student’s current developmental level to the next level on any of the professional-development-and-formation learning outcomes. This points toward a one-on-one continuous mentoring/coaching model as the most effective curriculum to foster each student’s growth toward later stages of these learning outcomes.

Note that “going where they are” and engaging each student with individualized guided self-reflection and self-assessment are important with respect to diversity, equity, and inclusion, and student well-being initiatives. Recent empirical research on diversity, equity, and inclusion and student well-being highlights the importance of “psychologically attuned interventions” that emphasize a person-by-situation approach that is neither person-centric nor fully context-centric. In this approach, personal factors (e.g., law student social identities, such as race, gender, and social class) interact with societal stereotypes and environmental cues to shape thoughts, feelings, and behavior.⁴⁶ Hence, the aim of these psychologically attuned interventions is to alter people’s process of making meaning and sense about themselves to change the interactions between people and contexts over time.⁴⁷ For example, social belonging interventions facilitate beliefs that may increase students’ sense of belonging and psychological safety in the face of

46. Victor Quintanilla & Sam Erman, *Mindsets in Legal Education*, 17 (accepted for publication by J. Legal Educ.).

47. *Id.*

challenges.⁴⁸ Growth mindset interventions change people's process of making meaning with respect to their own and others' abilities and potential to grow.⁴⁹

"Going where they are" and engaging each student with individualized coaching will also foster student performance and wellbeing. Self-Determination Theory research shows that providing autonomy support to students where the teacher conveys understanding of the student and provides her with choices increases the student's ability to perform maximally, to fulfill her psychological needs, and to experience wellbeing.⁵⁰

An individualized one-on-one continuous coaching model to provide guided student reflection and assessment is supported by leading scholars. Ida Abbott, a leading scholar on mentoring in the legal profession, points out that the lines between mentoring and coaching are fluid, since both roles "provide individualized and personal support by a trusted advisor."⁵¹ She also notes that "as coaching becomes more popular, boundaries between mentoring and coaching will blur and overlap."⁵² Earlier scholarly literature on mentoring included a "career mentoring function" that directly aided the protégé's career advancement.⁵³ Historically, Abbott has defined mentoring to be "a relationship-based process that helps individuals learn, grow and achieve high levels of professional success and fulfillment."⁵⁴ Mentoring occurs when a more experienced and trusted lawyer takes an interest in an individual's career development and success.⁵⁵ Mentors have relevant work and career experience, provide career and psychological support, and can create or directly affect career-enhancing opportunities.⁵⁶

Abbott explains that coaches help individuals "uncover personal and professional goals [and] develop a plan to achieve those goals [] and [they] provide ongoing support while the plan is implemented."⁵⁷ Coaches are trained to "listen, ask powerful questions, serve as a sounding board, [and] motivate and hold accountable the people they work with."⁵⁸ Coaches do not need to be lawyers (although they often are) because coaching employs

48. *Id.* at 14–15 (explaining the particular vulnerabilities of students from disadvantaged groups regarding social belonging); Dorainne Green et al., *supra* note 2, at 35 (arguing for "psychologically wise" interventions to help disadvantaged students with a sense of belonging).

49. Quintanilla & Erman, *supra* note 46, at 7, 15, 20 (explaining the particular vulnerabilities of students from disadvantaged groups regarding a growth mindset).

50. Krieger & Sheldon, *supra* note 4, at 582.

51. IDA ABBOTT, *THE LAWYER'S GUIDE TO MENTORING* 41 (2d. ed. 2018).

52. *Id.* at 38.

53. Neil Hamilton & Lisa Brabbit, *Fostering Professionalism Through Mentoring*, 57 J. LEGAL EDUC. 102, 107 (2007).

54. *Mentoring*, IDA ABBOTT CONSULTING, <https://idaabbott.com/mentoring/> (last visited Apr. 5, 2021).

55. IDA O. ABBOTT, *LAWYERS' PROFESSIONAL DEVELOPMENT* 212 (2d ed. 2012).

56. ABBOTT, *supra* note 51, at 42–43.

57. ABBOTT, *supra* note 51, at 42.

58. ABBOTT, *supra* note 51, at 42.

a process where they are not offering advice or conveying substantive information.⁵⁹ Coaches help lawyers create plans and develop strategies for career advancement.⁶⁰ In Abbott’s analysis, “a major advantage that mentors have over coaches in law firms concerns career advancement.”⁶¹ Abbott compares mentoring and coaching in Table 3 below.⁶²

TABLE 3
COMPARISON OF MENTORS AND COACHES

	Mentor	Coach
Primary Function	Career support, psychological support	Goal achievement, performance
Focus	Professional development	Functional improvement, results
Audience	All lawyers	High-potential and under-performing lawyers
Attributes	Willing/able to model, advise, support, transfer knowledge	Trained in coaching techniques
Level of intensity	Moderate	Moderate
Level of trust required	Moderate–high	Moderate

John Whitmore, author of the first book on workplace coaching,⁶³ defines coaching as “unlocking people’s potential to increase their own performance. It is helping them to learn rather than teaching them.”⁶⁴ Coaching supports people “to clarify their purpose and vision, achieve their goals, and reach their potential.”⁶⁵ Whitmore believes mentoring is more about sharing expertise and passing down knowledge with some guidance.⁶⁶

The introduction to this article emphasized that law schools with required 1L professional-development-and-formation initiatives emphasize two learning outcome themes: (1) developing and demonstrating self-understanding, self-direction, and discernment of the student’s path in the legal market and (2) developing and demonstrating relationship and communication skills needed in the legal market. Coaching focuses on developing a student’s self-understanding and discernment of purpose, vision and goals, and the student’s self-direction in terms of the creation and implementation

59. ABBOTT, *supra* note 51, at 42–43.

60. ABBOTT, *supra* note 51, at 43.

61. ABBOTT, *supra* note 51, at 44.

62. ABBOTT, *supra* note 51, at 42.

63. JOHN WHITMORE, COACHING FOR PERFORMANCE 1 (5th ed. 2017).

64. *Id.* at 248.

65. *Id.*

66. *Id.* at 14, 249.

of a plan to achieve the student's vision and goals. Mentoring emphasizes relationship-based career support for students by mentors with relevant work and career experience who use their own experience, insight, and advice to help mentees learn and progress.

To grow to the next level of the first professional-development-and-formation learning outcome—ownership of continuous professional development toward excellence at the major competencies that clients, employers, and the legal system need—a student needs coaching, but coaching should be in the context of the student's path in the legal market. The student also needs mentoring in the sense of support and development of success in a legal career. To grow to the next level of the second professional-development-and-formation learning outcome—a deep responsibility and service orientation to others, especially the client, including the relationship and communication skills needed in a legal context—students need mentoring that focuses on the student's professional skills, as well as coaching in terms of developing and implementing a plan to achieve the needed growth. This is a mentor/coach model. Part III provides principles to guide the mentor/coach model.

III. PRINCIPLES OF EFFECTIVE MENTORING AND COACHING

A. *Mentoring Principles That Should Inform the Mentor/Coach Model*

Abbott emphasizes that, to be effective, mentors must themselves have proven legal skills and ownership over continuous professional development.⁶⁷ Mentors facilitate mentees' learning by helping mentees both process what they are observing and experiencing and then apply what the mentees have learned to different circumstances.⁶⁸ Mentors actively listen to their mentees, show empathy,⁶⁹ and give meaningful feedback.⁷⁰ They build mentee confidence⁷¹ and counsel on career development and career advancement issues.⁷²

B. *Coaching Principles That Should Inform the Mentor/Coach Model*

Workplace coaching is still an emerging profession,⁷³ and there is very little legal scholarship on coaching,⁷⁴ even though larger law firms are in-

67. ABBOTT, *supra* note 51, at 93.

68. ABBOTT, *supra* note 51, at 94.

69. ABBOTT, *supra* note 51, at 99.

70. ABBOTT, *supra* note 51, at 94–95.

71. ABBOTT, *supra* note 51, at 96–97.

72. ABBOTT, *supra* note 51, at 99.

73. Erik de Haan, *A Systematic Review of Qualitative Studies in Workplace and Executive Coaching: The Emergence of a Body of Research*, 71(4) *CONSUL. PSYCH. J.: PRAC. & RSCH.* 227, 228 (2019).

74. Susan R. Jones, *The Case for Leadership Coaching in Law Schools: A New Way to Support Professional Identity Formation*, 48 *HOFSTRA L. REV.* 659, 661 (2020) (advocating coaching to foster law student leadership skills).

creasingly using coaching to help individual lawyers learn specific professional skills.⁷⁵ There is some scholarship about the most important competencies for professional coaching generally.

The International Coaching Federation (ICF) has accredited over 36,000 professional coaches worldwide.⁷⁶ ICF released an updated Coaching Core Competencies Model in October 2019 based on evidence collected from more than 1,300 professional coaches.⁷⁷ The eight ICF core professional coach competencies are as follows:

1. Demonstrates ethical practice including confidentiality;
2. Embodies a coaching mindset including ongoing reflective practice and ongoing development as a coach;
3. Establishes and maintains clear agreements for the overall coaching engagement with the client;
4. Cultivates trust and safety with the client including understanding and respecting the client's context and identity, and support, empathy, and concern for the client;
5. Maintains presence including being fully present with, and responsive to, the client;
6. Listens actively;
7. Evokes client awareness, insight, and learning by using tools such as powerful questioning, silence, metaphor, or analogy; and
8. Facilitates client growth by transforming learning and insight into goals and action.⁷⁸

John Whitmore wrote the first book on workplace coaching, now in its fifth edition,⁷⁹ and his model of workplace coaching has been influential. Whitmore argues that “by and large, [coaches] subscribe to a common set of principles.”⁸⁰ Whitmore lists three fundamental skills of coaching:

- 1) Asking powerful, open questions to raise the coachee's awareness and responsibility.⁸¹
 - a) “Awareness” includes the following:
 - i) Awareness of self (understanding why you do what you do);
 - ii) Awareness of others (knowing other people's strengths, interferences, and motivations); and

75. Nicholas Jelfs-Jelf, *How Are Law Firms Using Coaching?*, LINKEDIN (Apr. 30, 2019), <https://www.linkedin.com/pulse/how-law-firms-using-coaching-nicholas-jelfs-jelf/> (noting a survey of Am Law 200 firms where 123 firms reported they are using coaching).

76. *International Coaching Federation 2021 fact sheet*, https://coachingfederation.org/app/uploads/2021/02/February2021_FactSheet.pdf.

77. UPDATED ICF CORE COMPETENCIES (Int'l Coaching Fed'n ed., 2019).

78. *Id.*

79. Whitmore, *supra* note 63, at 1.

80. Whitmore, *supra* note 63, at 2.

81. Whitmore includes specific powerful open questions. *See* Whitmore, *supra* note 63, at 81–88.

- iii) Awareness of the organization (aligning individual, team, and organizational goals).⁸²
- b) “Responsibility” is taking ownership of the coachee’s own development and high performance, as well as committing to action.⁸³
- 2) Listening well.⁸⁴
 - a) Whitmore defines listening well as active listening and includes a table of active listening subcompetencies.⁸⁵
- 3) Following the GROW model with respect to the sequence of questions.⁸⁶
 - a) **G**oal setting for the session as well as the short and long term (What do you want?);
 - b) **R**eality checking to explore the current situation (Where are you now? And what blocks your path?);
 - c) **O**ptions and alternative strategies or courses of action (What could you do?); and
 - d) **W**hat is to be done, **W**hen, by **W**hom, and the **W**ill to do it (What will you do?).⁸⁷

Whitmore emphasizes that the key to using GROW is to spend sufficient time asking questions exploring goals “until the coachee sees a goal that is both inspirational and stretching to them, and then to move flexibly through the sequence according to [the coach’s] intuition, revising the goal if needed.”⁸⁸ Whitmore also emphasizes asking open questions specifically that generate awareness and responsibility. While coaching is not all about asking questions, that is the single most important skill to master for a novice coach.⁸⁹ Whitmore provides a “Coaching Question Toolkit” of questions that experienced coaches have found consistently helpful.⁹⁰ “The golden rule is to be clear and brief. Sometimes the most powerful questions lead to a long silence so the coach should not feel the need to jump in with another question if there is a long pause.”⁹¹

The ICF core coaching competencies, the Whitmore fundamental coaching skills, and Abbott’s mentoring skills emphasize similar foundational skills, set forth in Table 4 below.

82. Whitmore, *supra* note 63, at 41–42.

83. Whitmore, *supra* note 63, at 252, 273.

84. Whitmore, *supra* note 63, at 43.

85. Whitmore, *supra* note 63, at 93.

86. Whitmore, *supra* note 63, at 43, 96.

87. Whitmore, *supra* note 63, at 58, 96; Whitmore, *supra* note 63, at 102–14 (exploring goal-setting); Whitmore, *supra* note 63, at 125 (exploring “What is Reality”); Whitmore, *supra* note 63, at 126–32 (exploring “What Options Do You Have”); Whitmore, *supra* note 63, at 152 (exploring “What Will You Do?”).

88. Whitmore, *supra* note 63, at 100.

89. Whitmore, *supra* note 63, at 254.

90. Whitmore, *supra* note 63, at 254–61.

91. Whitmore, *supra* note 63, at 254.

TABLE 4

Foundational Competencies for a Law Student Mentor/Coach Include the Following:
1. Actively listening to understand the student’s developmental stage and goals;
2. Asking powerful, open questions to foster the student’s guided reflection and self-assessment and raise the student’s awareness and responsibility; and
3. Facilitating student growth toward later stages of the two professional-development-and-formation learning outcomes by transforming learning and insight (especially learning and insight from authentic professional experiences) into clear and realistic goals, options, and action. ⁹² In the context of fostering each law student’s development, the author would include as a fourth foundational competency the ICF emphasis on the following:
4. Understanding and respecting the student’s context and identity and providing support, empathy, and concern for the student.

Note that there is empirical evidence that a forty-five-to-sixty-minute coaching interview to promote student reflection with respect to self-directed learning is effective and can have an important and lasting impact on a student.⁹³ For example, a study of 102 undergraduates (with a mean age of twenty-one) involved a trained interviewer conducting a one-on-one, in-person interview designed to promote reflection about the student’s purpose in life, core values, and most important life goals. The study included both a pretest and a posttest nine months later, for assessing the impact of the interview.⁹⁴ On average, the coaching engagement led to benefits for student goal-directedness toward life purpose nine months later.⁹⁵ The authors suggest that these conversations are “a triggering event [that] would impel an emerging adult, who is likely in this stage of life to be predisposed to identity exploration, to reflect on life beyond the interview in considering his or her life path.”⁹⁶ In general, individualizing students’ learning experiences, so that the students can practice versus just observe, and combining these individualized experiences with an instructor who provides continu-

92. Whitmore, *supra* note 63, at 254.

93. Matthew J. Bundick, *The Benefits of Reflecting on and Discussing Purpose in Life in Emerging Adulthood*, 132 NEW DIRECTIONS YOUTH DEV. 89, 93 (2011).

94. *Id.*

95. *Id.* at 97–98.

96. *Id.* at 98.

ous feedback to the students have been associated with more learning benefits than large-group training with respect to self-directed learning.⁹⁷

C. Synthesizing Mentoring Principles and Coaching Principles into a Mentor/Coach Model

The faculty and staff's foundational professional-development-and-formation learning outcomes are for each student to grow to later stages of (1) ownership of continuous professional development toward excellence at the major competencies that clients, employers, and the legal system need and (2) a deep responsibility and service orientation to others, especially the client. The students' ultimate goals are to pass the bar and find meaningful postgraduation employment. A mentor who has relevant work and career experience will have credibility with the students regarding the students' goals. An experienced mentor/coach using the foundational competencies for law student coaching in Table 4 can foster each student's growth toward later stages of the foundational learning outcomes while helping students achieve their goals.

It should be clear that the mentor/coach is meeting Principle 3 from Part II above by taking into account that students are at different developmental stages of growth on the goal selected and engaging each student at the student's present developmental stage (i.e., "go where they are"). The mentor/coach is also meeting Principle 4 from Part II above by providing repeated opportunities, particularly at major transitions, for guided reflection and guided self-assessment to foster each student's growth to the next stage on any of the professional-development-and-formation learning outcomes. The mentor/coach can both help each student with self-assessment on the relevant milestone model for a particular learning outcome (Principle 1 from Part II above) and provide outside observer assessment concerning a student's stage of development. The mentor/coach can help each student to create and implement a plan for a coordinated progression of modules to foster the student's growth to the next level (Principle 2 from Part II above).

IV. PRACTICAL CONSIDERATIONS FOR GRADUALLY MOVING TOWARD A CONTINUOUS MENTOR/COACH MODEL FOR EACH STUDENT

A. First Steps toward a Continuous Mentor/Coach Model for Each Student

The author's experience is that a number of law schools have realized that two groups of students need significant mentoring and coaching both for the students' benefit and the law schools' benefit.

97. Ryan Brydges et al., *Self-Regulated Learning in Simulation-Based Training: A Systematic Review and Meta-Analysis*, 49 MED. EDUC. 368, 369–70, 372, 374 (2015).

1. At-risk students: A number of law schools realize that students with low grade point averages have a significantly higher risk of being unsuccessful on the bar examination. They also realize that students at a later stage of self-directed learning have higher academic performance and thus high probabilities of successfully passing the bar. These schools are responding by providing mentoring and coaching for at-risk students.
2. Early-stage students: A number of law schools realize that some 3L students and law graduates are at an early stage of self-directed learning (ownership over their own professional development) and need significant help in the 3L year and after graduation to achieve meaningful postgraduation employment. These schools provide mentoring and coaching to this group of 3L students and graduates.

In the initial steps toward a continuous mentor/coach model for each student, it makes sense to focus the available mentor/coach resources on these two groups. Then, success with these students can provide a basis to broaden the program to reach every student.

A law school that already has a required 1L professional-development-and-formation curriculum can build on that toward a continuous mentor/coach model where the mentor/coach fosters guided reflection and guided self-assessment particularly at the major transitions in law school as outlined in Principle 4 above. For example, fostering each student's guided reflection and guided self-assessment right after the student's authentic professional experiences between the 1L and 2L years and between the 2L and 3L years would be a very strong step forward.

Another important factor for each law school to consider in initial steps toward a continuous mentor/coach model is the reality that while Principle 2 in Part II above calls for a sequenced and coordinated progression of curriculum and assessment modules on each professional-development-and-formation learning outcome, law schools are historically very "siloed." Generally, faculty and staff have not worked together on coordination and sequencing of modules on a particular learning outcome. In the author's experience, the result is that many students struggle to connect the dots among different faculty and staff curricular initiatives. Note that the mentor/coach model assumes a continuous coaching relationship with the same mentor/coach and each student for the entire three years, so the model will significantly help each student to "connect the dots" among a law school's various curricular modules.

These considerations point toward an implementation structure for the mentor/coach model that cuts across the traditional silos. Implementation of a mentor/coach model for each student might best be managed through an assistant or associate dean for experiential learning with faculty status. While career and professional development staff and academic support staff

will have excellent experience as mentors and coaches, the author's experience is that some faculty will devalue the curriculum on these critical learning outcomes as "just about jobs" or "just about bar passage" if the mentor/coach model is located in Career and Professional Development or Academic Support. A mentor/coach model initiative will definitely need a coordinating working group with all the key stakeholders represented.

B. Selection of Mentor/Coaches

Abbott (with regard to mentoring) and the ICF and Whitmore (with regard to coaching) emphasize the importance of strong active-listening skills for both mentors and coaches. The International Coaching Federation Survey of 376 internal coaches and 110 external coaches in 2016 found that the highest ranked coaching skill for both groups was listening.⁹⁸ The author's experience is that many distinguished lawyers and law professors are not strong listeners. A good mentor/coach should be at a later stage of development on the two foundational professional-development-and-formation learning outcomes, which include listening. Additionally, to be effective in the mentoring role, a mentor/coach should have sufficient reasonably current knowledge of the competencies that clients and legal employers want.

Some law schools have faculty advisor programs where full-time faculty are supposed to mentor or coach small groups of students, usually 1L students. The author's experience is that some full-time faculty members have the skills mentioned above, but some do not, so the students' experience with this type of faculty advisor program is highly variable. Note also that the full-time faculty are the most expensive personnel in the law school and have a number of other responsibilities.

In an ideal world, each law school could select trained ICF-certified coaches to serve as mentor/coaches. However, ICF's minimum coach certification program is an Associate Certified Coach, requiring sixty hours of training and a minimum of one hundred hours of coaching experience (seventy paid) with at least eight clients plus a performance evaluation and a written coach knowledge assessment.⁹⁹ Few law schools have the resources to employ enough certified professional coaches to provide a mentor/coach to each student for three years.

The mentor/coaches envisioned here are not professional coaches making a living by coaching, especially since a mentor/coach needs legal expe-

98. INT'L COACH FED'N, HOW COACHES SPEND THEIR TIME: A WHITE PAPER FOR COACHES 13, 15 (2016), <https://coachingfederation.org/app/uploads/2018/06/HowCoachesSpendTheirTime.pdf> (last visited Oct. 4, 2021).

99. ACC Paths, INT'L COACHING FED'N, <https://coachfederation.org/icf-credential/acc-paths> (last visited Apr. 12, 2021), Volta Talent Strategies seems to be the only ICF certified coach training program in the United States focused on training lawyer coaches. See *Volta Coach Training*, VOLTA, <https://www.voltapeople.com/volta-coach-training> (last visited Apr. 12, 2021).

rience to have credibility with students. The most practical solution is for a law school to recruit lawyers (especially alumni) who have demonstrated some later-stage development regarding the foundational competencies for law student coaching in Table 4 above (especially active listening). Ideally, these lawyers would be interested in becoming adjunct faculty members to serve as a mentor/coach for five students in each graduating class (fifteen students total) for the entirety of the students' three years in law school. Each mentor/coach would also agree to take three hours of training annually. The Holloran Center is developing an online training program for law student mentors/coaches and could certify those who have completed several years of training as Holloran Center mentors/coaches.

There are clear benefits both for the mentor/coach and his or her employer. Legal employers should see substantial value in having some lawyers with this type of training and certification. For example, the 2019 Gallup study *It's the Manager* finds that the quality of team leaders is the single biggest factor in an organization's long-term success.¹⁰⁰ Employees, especially Millennials and Generation Z, want a team leader who has coaching skills to develop each team member.¹⁰¹

C. Training for Mentors/Coaches

Abbott, the ICF, and Whitmore emphasize the importance of training for mentors and coaches. Abbott notes that “[r]esearch on law firms has shown that the success of mentoring relationships depends to a large extent on the mentoring competencies of the partners. The same research showed, however, that few partners have these skills.”¹⁰² She recommends training to help mentors learn and practice the basic skills necessary to make mentoring relationships successful, including training in how to do the following:

1. Listen effectively and advise constructively,
2. Identify mentees' developmental needs,
3. Be sensitive to mentees' professional anxieties,
4. Reduce mentees' resistance to coaching,
5. Take advantage of teachable moments, and
6. Encourage mentees to stretch beyond their comfort zones.¹⁰³

The ICF's mission is the training and certification of professional coaches. Whitmore emphasizes that good coaching requires a depth of un-

100. JAMES CLIFTON & JIM HARTER, *IT'S THE MANAGER* 12 (2019). This Gallup study included more than 82,000 teams in 230 organizations across 49 industries and 73 different countries. The study found that work units scoring in the top quartile of employee engagement significantly outperformed those in the bottom quartile of employee engagement.

101. *Id.* at 18.

102. ABBOTT, *supra* note 55, at 182.

103. ABBOTT, *supra* note 55, at 182–83.

derstanding and plenty of practice.¹⁰⁴ He comments that his book will not turn the reader into an expert coach but is intended to get the reader started and introduce ways to help the reader reach his or her coaching goals.¹⁰⁵

D. Minimizing the Budgetary Implications of a Mentor/Coach Model for Each Student

To minimize the initial budgetary impact of a continuous mentor/coach model, a law school could choose to build the model initially just for the students who are at significantly higher risk of being unsuccessful on the bar examination and in securing meaningful postgraduation employment. For purposes here, the assumption will be that the lowest 30 percent of the 1L students by class rank after the 1L fall semester will have a continuous mentor/coach in this initial phase. Dennis Monroe's article "Senior Lawyers as Mentor/Coaches" makes the argument that law schools may be able to recruit senior lawyers at or near retirement from active practice to serve as mentors/coaches and many of these lawyers may be in a financial situation to do the work pro bono.¹⁰⁶ These pro bono mentors/coaches will mitigate the budgetary impact of a continuous mentor/coach model. The analysis below will be based on paying all mentors/coaches.

The mentor/coach model would require two meetings with each student in the 1L spring semester, and two meetings each semester in the 2L and 3L years, for a total of ten meetings of roughly one hour each. Note that the timing of these meetings should take into account when the student has had significant transition experiences (i.e., authentic professional experiences) as analyzed earlier in Principle 4. The mentor/coach meetings plus student assignments in preparation for each meeting would be worth one pass/fail credit in total (one-third of a credit each year). If the mentor/coach spent approximately forty-five minutes preparing for each meeting and writing up a summary afterward, the mentor/coach would be spending approximately seventeen and one-half hours per academic year on each student. The University of St. Thomas School of Law pays the coaches for its J.D. Compass program, which consists of coaching on bar passage and meaningful postgraduation employment and begins in February of the 3L year. The pay rate for these coaches was approximately \$22 an hour in 2019–20.¹⁰⁷ Seventeen and one-half hours multiplied by \$22 an hour equals \$385 per student. Each mentor/coach also has three hours of required training per year, which adds \$66 divided by fifteen students. The total cost per student is approximately \$390 per year. For a smaller law school with 150

104. Whitmore, *supra* note 63, at 5.

105. Whitmore, *supra* note 63, at 5–6.

106. Dennis Monroe, *Senior Attorneys as Mentors/Coaches*, see *infra* 924. Note that one challenge with senior lawyers at or near retirement at this time may be a lack of diversity.

107. Email from Laurette Hankom, Univ. of St. Thomas Sch. of Law Dir. of Fin. and Operations to Neil Hamilton, Author (June 30, 2020) (on file with author).

students per class, the cost of a one-on-one continuous mentor/coach model for the lowest ranking 30 percent of each graduating class would be approximately \$52,650 per year.¹⁰⁸ There would be additional costs for administrative time necessary to recruit and train the mentors/coaches and monitor them, including sending “ticklers” when coaching meetings should occur. The law school would also need a system to track the data from the coaches on each student. Ideally, that system would have a coordinated interface with both the Career and Professional Development office and the Academic Support office.

V. CONCLUSION

This article has focused on how most effectively to foster each student’s growth toward later stages of development on:

1. the two foundational learning outcomes of the professional-development-and-formation-of-law-students movement in legal education in the United States:
 - a) ownership of continuous professional development toward excellence at the major competencies that clients, employers, and the legal system need; and
 - b) a deep responsibility and service orientation to others, especially the client; and
2. the other learning outcomes set forth in Figure 1 above that build off the two foundational learning outcomes.

The principles analyzed in Part II point toward a one-on-one continuous mentoring/coaching model (borrowing from scholarship on both mentoring as well as coaching) as the most effective curriculum to foster each student’s growth toward later stages of these learning outcomes. The article outlines the principles that should inform the mentor/coach interaction with the mentee/coachee students and provides important considerations in mentor/coach selection and training.

A law school that moves toward a one-on-one continuous coaching model for its students is going to realize substantial benefits in terms of improved academic performance, bar passage, post-graduation meaningful employment outcomes, student “belonging” as part of a DEI and Belonging initiative, and student well-being. The biggest hurdle is building a corps of trained coaches at a cost a school can afford. The article strongly suggests starting with a pilot project to focus either on students most at risk of failing the bar or on the students who are the focus of the school’s DEI and Belonging initiatives. The pilot project can build a corps of trained coaches from the law school’s alumni who have demonstrated the skills and capacities of a strong mentor/coach.

108. This total is 135 students, which is total number of students within the bottom 30 percent of each of three graduating classes, multiplied by \$390 per student.