SELF ASSESSMENT EXERCISES – REALITY FACTORS

Exercise One
Complete the following sentences:

Because of my legal work experience, I can offer an employer:

Because of my other work experience, I can offer an employer:

Because of my volunteer experience, I can offer an employer:

Because of my education, I can offer an employer:

Because of my extracurricular activities, I can offer an employer:

Because of my grades, I can offer an employer:
**Exercise Two**
Answer the following questions:

What do I like to do? And why?

What don't I like to do? And why?

What are my strengths? What are my weaknesses (and how am I addressing these weaknesses, or how do I intend to address these weaknesses?)

What type of work have I enjoyed in the past? And why?

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**Exercise Three**
Of the following activities, place a check beside those that appeal to you:

- □ Analyzing statutes and cases
- □ Advocacy
- □ Oral advocacy
- □ Written advocacy
- □ Counseling/Advising
- □ Dealing with business matters
- □ Decision-making
- □ Drafting (e.g., motions, discovery documents, briefs)
- □ Drafting contracts and other agreements
- □ Drafting legislation
- □ Expressing my sense of ethics
- □ Investigating/fact-finding
- □ Lobbying
- □ Marketing
- □ Negotiating alternative dispute resolutions
- □ Negotiating settlements
- □ Preparing for trial (e.g., witnesses, exhibits, jury instructions)
- □ Public speaking
- □ Researching
- □ Shaping arguments
- □ Writing
Exercise Four
Here is a sample vocabulary which can help you identify those things which you can do. Check the skills you have:

- Acting
- Adapting
- Administering
- Advocating
- Analyzing
- Articulating
- Assembling
- Bookkeeping
- Budgeting
- Building
- Classifying
- Communicating
- Computing
- Conveying
- Coordinating
- Copying
- Counseling
- Creating
- Defining
- Delegating
- Designing
- Developing
- Directing
- Editing
- Educating
- Encouraging
- Enlisting
- Estimating
- Evaluating
- Facilitating
- Fundraising
- Growing
- Helping
- Implementing
- Improving
- Influencing
- Initiating
- Inspecting
- Interviewing
- Inventing
- Leading
- Listening
- Lobbying
- Making decisions
- Managing
- Motivating
- Negotiating
- Operating
- Organizing
- Persuading
- Planning
- Problem-solving
- Programming
- Promoting
- Public speaking
- Purchasing
- Recruiting
- Remembering
- Repairing
- Reporting
- Researching
- Selling
- Sensing
- Summarizing
- Supporting
- Synthesizing
- Teaching
- Training
- Trouble shooting

Select the five skills you most enjoy using and which you would like to use in the future. Then complete your description of these five skills by adding a phrase which describes “how”, “where”, “with what or whom” you would like to use these skills. For example: “I would like to solve problems for homeless people.”

Exercise Five
Identifying Transferable Skills

Employers do not expect entering students to have legal experience. Although it is a plus if you do, it is not detrimental if you do not. You need to identify the skills you have developed through other work experiences that are transferable to the legal marketplace. Many of the skills required of law clerks are not law specific and may have been developed in various other occupational settings. Strong written and oral communication skills and the ability to synthesize
and summarize data, for example, are important transferable skills for employment as a law clerk. The following is a worksheet you can use to help identify these skills.

<table>
<thead>
<tr>
<th>Previous job title</th>
<th>Desired job</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks</strong></td>
<td></td>
</tr>
<tr>
<td>List responsibilities in short phrases</td>
<td>List responsibilities of desired job in short phrases</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Skills</strong></th>
<th>List skills necessary to accomplish each task</th>
<th>List those skills that are transferable</th>
</tr>
</thead>
</table>

**Example: Teaching**

<table>
<thead>
<tr>
<th>School Teacher</th>
<th>Attorney</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks</strong></td>
<td></td>
</tr>
<tr>
<td>Writes and reviews lesson plans</td>
<td>Writes briefs</td>
</tr>
<tr>
<td>Grades test papers</td>
<td>Performs legal research and writing</td>
</tr>
<tr>
<td>Teaches classes</td>
<td>Has contact with clients</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Prepares oral presentations</td>
<td>Prepares oral presentations</td>
</tr>
<tr>
<td>Handles paperwork expeditiously</td>
<td>Handle paperwork expeditiously</td>
</tr>
<tr>
<td>Manages time effectively</td>
<td>Manages time effectively</td>
</tr>
<tr>
<td>Establishes rapport</td>
<td>Establishes rapport</td>
</tr>
<tr>
<td>Explains information clearly</td>
<td>Explains information clearly</td>
</tr>
</tbody>
</table>

**Exercise Six**

Evaluating Your Legal Skills

What do you do best? When did you experience your most satisfying achievements and accomplishments? Draw from the broadest range of experiences both prior to and during law school.

Evaluate yourself according to the following scale:

1 = no ability in this area
2 = enough or minimal ability to get by
3 = some or medium ability
4 = definite, strong ability
Influencing/Persuading Skills

- Write and speak persuasively; sell an idea, program, or course of action to other.
- Develop rapport and trust; inspire confidence.
- Arbitrate/mediate between contending parties or groups; negotiate to enable a joint decision-making; bargaining; crisis intervention; reconciling.
- Reason persuasively; influence the attitude of others.

Performing Skills

- Getting up before a group; responsive to audiences, moods or ideas.
- Very good at facial expressions when conveying thoughts; body animation; good use of voice tone and rhythm in oral communication.
- Showmanship; poise in public appearances; performances.
- Address large or small groups; articulate; stimulate an audience.
- Active in sports or competitive games.
- Media presentations on radio, TV, film.

Management/Leadership Skills

- Able to move into totally new situations on own; take initiative.
- Self-direction, excellent at organizing time.
- Can make hard decisions, even if it involves risk-taking.
- Can terminate projects/people/processes when necessary.
- Can lead and motivate other.
- Plan for and effect/initiate change; promote and bring about major change.
- Judge people’s effectiveness.
- Set effective priorities among competing requirements; policy formulations or interpretations.
- Team building; contracting and delegating; bringing people together in cooperative effort.

Human Resources Skills

- Ombudsmanship; acting on behalf of others.
- Helping others in personal and/or professional growth, e.g. through teaching, advising, counseling, etc.
- Ability to work cooperatively with professional colleagues.
- Ability to work cooperatively and establish a rapport with clerical and other support personnel.
- Convey understanding, patience, and fairness.
- Can relate to people with different value systems and cultural backgrounds.
- Possess tact, diplomacy, and discretion.
Communication
  _ Write clearly and grammatically correct.
  _ Make a point and cogently express a position.
  _ Spontaneity; think quickly on your feet.
  _ Adept at two-way dialogue; ability to hear and answer questions and help others to express their views.
  _ Facilitator-getting groups of people to work together; group dynamics.
  _ Possess candor and frankness.
  _ Deal effectively with confrontation.
  _ Listen intently and accurately; elicit narratives from others.

Creative/Intuitive/Innovative Skills
  _ Willing to experiment with new approaches; creative innovator.
  _ Generate ideas with commercial possibilities; entrepreneurial.
  _ Creative imagining; operate well in free, unstructured, unsupervised environment; bring new life to traditional forms.
  _ Keen awareness of surroundings; observer of people, data, things.
  _ Ability to intuitively assess public mood or opinion.

Detail/Research/Evaluating Skills
  _ Ability to gather, analyze, and present facts in oral or written presentation.
  _ Can identify and prioritize key issues from mass information.
  _ Ability to plunge in cold and absorb a mass of unfamiliar material.
  _ Ability to gather detailed and accurate information from people by talking with them.
  _ Can use numbers as a reasoning tool.
  _ Can understand tools of financial management including budgeting and accountability.
  _ Review large amounts of unfamiliar material and extract essence; ability to trace problems, ideas to their source.
  _ Can anticipate problems before they become problems; skilled at clarifying a problem or situation.
  _ Continuous attention to detail.