

Self-Assessment of Developmental Stages of an Internalized Commitment to Professional Development Toward Excellence at all the Competencies of Effective Lawyering*

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Student Characteristics According to Stages

Dependent Stage

- Assumes passive role with respect to professional self-development
- Lacks interest in developing competencies except minimum required by external authority
- Does not generally want to seek feedback into strengths and weaknesses
- May react negatively to such feedback
- Depends on external authority for explicit directions and validation

Interested Stage

- Can see self-interest in professional self-development
- May recognize weaknesses, but motivation to improve is principally externalized
- Responds reasonably to questions and feedback on strengths and weaknesses
- Is willing to engage mentors/ coaches in goal-setting and implementation strategies
- Show some initiative and persistence to learn competencies

Involved Stage

- Is committed to professional self-development
- Identifies strengths and weaknesses in development of competencies
- Responds positively to and reflects on feedback concerning strengths and weaknesses and how to improve
- Seeks insight from mentors and coaches in goal-setting and implementation
- Is internalizing motivation to learn new knowledge and skills continuously
- Is internalizing standard of excellence at all competencies
- Shows substantial persistence in learning competencies

Self-Directed

- Is intrinsically motivated to professional self-development and learning new knowledge and skills over a career
- Actively identifies both strengths and weaknesses in development and sets goals and creates and executes implementation plans
- Proactively develops mentor and coach relationships and proactively seeks help and feedback from mentors and coaches
- Reflects on feedback and responds to feedback appropriately
- Knows when and how to seek help
- Actively seeks challenges
- Has internalized standard of excellence at all competencies.

* Adapted from Gerald Grow, "Teaching Learners to be Self-Directed," 41 ADULT EDUC. QUARTERLY (Spring 1991)