

2016

STUDENT TO LAWYER SYMPOSIUM

The Resilient Professional: Learning How to Rebound, Adapt & Thrive

professor
dean clerk
practitioner
judge
student

October 21, 2016

THE SUPREME COURT *of* OHIO
COMMISSION ON PROFESSIONALISM

THE SUPREME COURT *of* OHIO

2016 STUDENT TO LAWYER SYMPOSIUM

Presented by
The Commission on Professionalism



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October 21, 2016

Dear Colleagues:

The Supreme Court of Ohio Commission on Professionalism welcomes you to the 2016 Student to Lawyer Symposium, "The Resilient Professional: Learning How to Rebound, Adapt & Thrive." We thank you for participating and contributing to its success. Resilience is a quality that many account for their achievements, and the same is true for legal professionals. We may call it by different names – grit, stick-to-itiveness, antifragility, flexibility – but the end result is the same.

Resilient professionals are better able to manage the challenges and stressors that the practice of law brings. The bad news is that attorneys, as a group, score low on the resilience scale. Lawyers test significantly higher than the rest of the population for personality traits that undermine resiliency: lawyers are autonomous, antisocial, resistant to new ideas, skeptical, have a high sense of urgency, and are easily discouraged by setback. The good news, though, is that resilience is the by-product of a group of skills that can be learned, practiced and improved. Today's presentations will highlight some of the tools that can promote resilience among law students and lawyers alike.

The art of bouncing back in the face of setbacks, and then continuing on to adapt and even thrive, is key to being a successful and satisfied advocate. Resilience is also essential to professionalism. Law schools are poised to help students build this skill through the unpredictable challenges students encounter in clinical offerings; practitioners exercise it when managing unexpected outcomes and the challenges of conflicting constraints on time and talents.

Today's program will only be as impactful as you are engaged in the discussions that ensue. This Symposium provides a space for us to collaborate and innovate by building on shared experiences. This year instead of generating all of the content for the program, the Commission on Professionalism solicited proposals. We were amazed at the response and the diversity of perspectives on the topic of resilience, showing us that there's no one correct way or a single set of tools to rebound, adapt, and thrive. Even so, we hope that you will learn strategies today that will benefit you tomorrow, as well as the days ahead.

Very truly yours,



Judge Jeffrey Hooper
Chair, Commission on Professionalism



Mina Jones Jefferson
Chair, Law School Committee



Agenda & Speakers

STUDENT TO LAWYER SYMPOSIUM

The Resilient Professional: Learning How to Rebound, Adapt & Thrive

October 21, 2016

AGENDA

10:00 a.m.	WELCOME
10:05 a.m.	<p>PED Talks: A Take on TED Talks - High-impact messages on professional & educational development</p> <ul style="list-style-type: none">• Stephanie Adams, Liberty Mutual Group• Chad Burton, CEO of CuroLegal• Samir Dahman, Kohrman Jackson Krantz LLP
10:40 a.m.	<p>Using Grit & Growth Mindset to Foster Resilience & Professionalism in Law Students & Attorneys</p> <ul style="list-style-type: none">• Professor Carolyn Broering-Jacobs Cleveland Marshall College of Law
11:40 a.m.	IGNITE - Ohio State Bar Association - Building Resilience
11:45 a.m.	BREAK
Noon	<p>Concurrent Sessions</p> <p>Teaching Leadership, Emotional Intelligence and Mindset to Lawyers & Law Students</p> <ul style="list-style-type: none">• Professor Jaime Bouvier, Case Western Reserve University School of Law <p>Ethical Discretion: Developing Resilience</p> <ul style="list-style-type: none">• Professors Jean McQuillan, Cassandra Burke Robertson & Jonathan Gordan Case Western Reserve University School of Law

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STUDENT TO LAWYER SYMPOSIUM

The Resilient Professional: Learning How to Rebound, Adapt & Thrive

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AGENDA - CONTINUED

1:00 p.m.	<p>Networking Lunch</p> <p>Each law school will host its own break-out group consisting of law school faculty, judges, bar leaders, experienced practitioners, and new lawyers.</p> <p>Attendees will discuss how their local legal community may best meet the challenges of preparing law school students and new lawyers to be exemplary professionals.</p>
2:30 p.m.	<p>Lessons from a Different Court Sport & Performance Psychology for Legal Professionals Dr. Rebecca Cook & Professor Susan Wawrose University of Dayton</p>
3:30 p.m.	<p>IGNITE - CINCINNATI BAR ASSOCIATION - BUILDING RESILIENCE</p>
3:45 p.m.	<p>WRAP UP</p>
4:00 p.m.	<p>CONCLUSION</p>

SPEAKERS

STEPHANIE ADAMS

Stephanie Adams graduated from the University of Akron School of Law in 2006. She is also a graduate of Youngstown State University and Ohio University. She currently serves on the Supreme Court of Ohio Commission on Professionalism and is a mentor for the Supreme Court of Ohio Lawyer to Lawyer Mentoring Program. Adams has been recognized by Ohio Super Lawyers as a Rising Star and has been honored by the Ohio Association of Civil Trial Attorneys for Distinguished Service.

Adams is a trial attorney who primarily practices civil law in the area of insurance defense. She currently works as In-House-Counsel with Liberty Mutual Insurance.

Adams frequently speaks to high school and college students about the importance of diversity in the legal profession.

She lives in Euclid, Ohio with her daughter, Jordan.

JAIME BOUVIER

Jaime Bouvier is an Assistant Professor of Lawyering Skills and the Co-Director of the Academic and Writing Support Program at Case Western Reserve University School of Law. She is certified as an executive coach through the Weatherhead School of Management and has worked with the faculty there to develop and implement a leadership curriculum at the law school. Bouvier has taught the leadership class for the past two years and also coaches students, attorneys, and other executives to help them develop their leadership skills. Prior to teaching at Case, she taught legal writing at Cleveland Marshall College of Law and constitutional law and civil liberties at Cleveland State University. She also worked at the Chandra Law Firm, as staff counsel for the Tenth Congressional District of Ohio, and as a law clerk for Judge Kathleen M. O'Malley of the Northern District of Ohio.

CAROLYN BROERING-JACOBS

Carolyn Broering-Jacobs is a Clinical Professor and the former Director of Legal Writing at the Cleveland-Marshall College of Law, where she currently teaches in the Transactional Law Clinic. Other courses taught include legal writing and litigation, first-year legal writing, appellate advocacy, transactional drafting, and torts. Broering-Jacobs began her legal career as a law clerk for the Honorable Sam H. Bell of the United States District Court for the Northern District of Ohio in Akron, and she was a litigation associate in the Cleveland office of Baker & Hostetler. She began teaching in 2000, and she frequently presents to attorneys and other writers on writing, advocacy, and pedagogy. Broering-Jacobs also researches and presents on fostering grit in the law student and legal professional.

CHAD BURTON

Chad Burton is a litigator and a pioneer in the legal industry, currently serving as CEO of CuroLegal. He developed one of the nation's first "new model" law firms, leveraging cloud-based technology and modern business practices to develop a lean virtual law firm. Burton has an unhealthy obsession with experimenting with the latest legal and productivity technologies. If there's a possibility it can be leveraged to better practice and serve clients, chances are he's tested it out and annoyed the rest of the team about it.

Burton serves on the ABA Law Practice Division's Council and as Chair of the Division's Futures Initiative. He regularly speaks around the country on topics related to legal technology, virtual law practice and the future of the legal profession.

Burton has been quoted and published in publications, including the ABA Journal, the Atlantic, Inc., and Entrepreneur Magazine. He was named to the Fastcase 50 list of global legal innovators in 2014 and received an award by ALM for the Most Innovative Use of Technology for Firm in 2012.

REBECCA COOK

Rebecca Cook, PhD, works at the University of Dayton Counseling Center and serves both as an administrator and psychologist. Trained as a generalist in the psychology field, Cook works with a plethora of college-related issues including depression, anxiety, eating disorders, and adjustment issues. In addition, one of her passions is the field of sport and performance psychology, which includes working with various athletic teams and individual athletes on performance enhancement strategies and team-building activities. The past six years she has worked closely with the University of Dayton's women's basketball team, providing them with performance enhancing techniques, as well as being available to the athletes to work on personal issues that can potentially affect performance. In her administrative role, she is the Associate Director of the University of Dayton Counseling Center and is responsible for the day-to-day operation of the center.

SAMIR DAHMAN

Samir Dahman is Partner in Charge of Kohrman Jackson & Krantz LLP's Columbus office, where he provides leadership to the office's talented team, while counseling clients on commercial litigation, business, estate planning, and employment law.

What makes Dahman unique, though, is his value-based approach to fees, which allows clients to know in advance how much they will pay for legal services. As a testament to his client-focused approach, Dahman was recently selected as one of the Top 5 Lawyers in Columbus and Top 100 Lawyers in Ohio and received Columbus Business First's "Forty Under 40" award. He is also an adjunct professor at the Ohio State University Moritz College of Law.

Dahman's resilient legal career began as a summer associate and litigation associate with Thompson Hine. He also worked at Bricker & Eckler. He then founded his own firm, employing six other lawyers and non-lawyers before undertaking his current position with Kohrman Jackson & Krantz.

JONATHAN GORDON

Jonathan Gordon is Professor of Lawyering Skills and Associate Director of the International LLM Lawyering Skills Program for Case Western Reserve University School of Law. Gordon is a graduate of Columbia College and Columbia University School of Law. Prior to joining the faculty at Case Western, he spent several years as a trial attorney for the U.S. Equal Employment Opportunity Commission. He also spent a year as a Visiting Clinical Associate Professor of Communication and Legal Reasoning at Northwestern University School of Law.

Gordon now primarily teaches U.S. legal research, analysis & writing and professional responsibility to international LLM students and serves as an SJD advisor. Gordon helped found the Stephanie Tubbs Jones Summer Legal Academy for high school students. He participates as a mentor in Case Western's Provost Scholars Program, working regularly with inner-city youth from East Cleveland. Last year he traveled to China with several provost scholars and other students from East Cleveland's Shaw High School and Northeast Ohio.

JULIE HEIN

Julie Hein practices in the areas of litigation and dispute resolution. She earned her J.D. from Case Western Reserve University School of Law. Hein is a Cincinnati Bar Association Trustee, serves as Chair for the Cincinnati Bar Association Young Lawyers Section, and is a member of the Alumni Board of Case Western Reserve School of Law.

JEAN MCQUILLAN

Jean McQuillan is a professor at Case Western Reserve University School of Law. She has 36 years of experience in private practice. McQuillan is a graduate of the University of Notre Dame and Case Western Reserve School of Law. She has represented plaintiffs in a variety of civil cases, including medical malpractice, construction liability, business torts, and class actions. McQuillan served on the Supreme Court of Ohio Board of Professional Conduct from 1999 through 2009, and was Chair in 2004. She also served on the Ohio Supreme Court Task Force on the Code of Judicial Conduct from 2007-2009. McQuillan has taught practice skills classes since 1994, including lawyering process, strategic representation of clients and civil pretrial practice. She now teaches professional responsibility.

CASSANDRA BURKE ROBERTSON

Cassandra Burke Robertson is a professor who joined the faculty of Case Western Reserve University School of Law in 2007. Prior to that, she clerked for the Texas Supreme Court and served as Assistant Solicitor General in the Office of the Texas Attorney General. She teaches civil procedure, professional responsibility, international civil litigation, and remedies. She received a law degree from the University of Texas at Austin, where she also obtained joint master's degrees in Middle Eastern Studies and Public Affairs. Robertson's scholarship focuses on legal ethics and litigation procedure within a globalizing practice of law. She has published in the Columbia Law Review, Boston College Law Review, and the Washington Law Review, among others.

SUSAN WAWROSE

Susan Wawrose is a professor who teaches legal research, writing, and analysis at the University of Dayton School of Law, where she directs the school's new Leadership Honors Program. She recently earned an M.A. in Clinical Mental Health Counseling at the University of Dayton and completed more than 250 internship and practicum hours working as a therapist at the university's counseling center. Wawrose's scholarship focuses on strategies for reducing distress among members of the legal profession. Her course on mindfulness in law practice will be offered at the law school this year.

FAITH WHITTAKER

Faith Whittaker is a partner in the Labor and Employment Law Department at Dinsmore & Shohl. She has significant experience guiding clients through issues that arise in the workplace. Whittaker has handled a multitude of employment-related litigation for her clients, who range from local businesses to Fortune 500 companies.

Whittaker is a Cincinnati Bar Association Trustee and is Chair-Elect of the Young Lawyers Section of the Cincinnati Bar Association. She is also the Chair of the Cincinnati Bar Association's Labor & Employment Law Committee. She previously served on the board for Arts Innovation Movement. She has volunteered for Marjorie P. Lee Assisted Living and for Destiny Hospice. Whittaker was selected as a 2014 YWCA Rising Star and is a 2016 graduate of the Cincinnati Academy of Leadership for Lawyers ("CALL") program.

Introductory Resource

Four Things Resilient Lawyers Do Differently

BY PAULA DAVIS-LAACK, LARRY RICHARD, AND DAVID N. SHEARON

JUNE 14, 2016

Only 30% of American workers are “engaged” at work. This is damaging to businesses, but for law firms, it can be devastating. The market for legal services, and clients’ expectations of and approach to law firms, are also changing. Law has always been and always will be a demanding profession based largely on an adversarial model to resolve (or try to avoid) the toughest disputes our society creates, often with really high stakes for all parties.

In recent years, changes in how legal services are delivered are making the practice even tougher. Virtual law firms are increasing, more projects are being given to contract attorneys or shipped overseas, companies are pressuring their law departments to manage many issues internally instead of sending them to outside counsel, and clients are demanding alternative billing methods. Law firms need lawyers and professional administrative staff who are engaged and functioning at their best to meet these challenges.

Resilience skills provide the tools lawyers and law firm personnel need to successfully cope with the stressors outlined above. Resilience is built through a set of core competencies that enable mental toughness and mental strength, optimal performance, strong leadership and tenacity, meaning that resilient people are less prone to giving up when they experience setbacks.

According to clinical psychologist and resilience researcher George Bonanno, a central element of resilience is perception—how you perceive stress, challenge, and adversity directly influences how you will respond to any stress trigger. When lawyers think that they have the resources to deal with a stressor, they are more likely to view stress or adversity as a challenge; conversely, when lawyers perceive their resources to be lacking under stress, they may view stress as a threat. In fact, having a rigid, inflexible response to stress, change and adversity can lead to the following:

- Increased errors and missing information and deadlines
- A “protect my turf” mentality
- Diminished collaboration and cooperation
- More stress
- Poorer work quality
- Reduced collegiality and even an increase in incivility
- Survival-based emotions and reactions like impatience, defensiveness, and hyper-criticality

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Resilience has a strong protective function. You need resilience to effectively tackle everyday hassles like managing your workload, dealing with opposing counsel, or working through a challenging situation with your significant other. You also need resilience to bounce back and grow from the big stuff like losing a big client, a death in the family, or divorce.

Resilience also has been shown over decades of research to be a set of skills that can be learned, practiced and improved. Lawyers who develop resilience skills gain many benefits, including:

- They can tolerate change, stress, uncertainty and other types of adversity more effectively than low-resilience lawyers do. They develop healthy coping strategies which are more likely to mitigate the impact of stress and adversity.
- They are more likely to believe that they can produce results in their lives. And they are more likely to believe that problems can be solved as a result of their own efforts. These beliefs, in turn, buffer against developing a “giving up” mentality and learned helplessness.
- They are more motivated to achieve in many different areas of their lives and are flexible in their ability to adapt to challenges, adversity, and changing life circumstances.
- They more easily promote the development and maintenance of high-quality relationships, and they draw upon these connections when they need help coping with stressful life events.

Studies that have been done measuring the effectiveness of teaching and training resilience have found the following:

- In the U.S. Army, David and Paula taught resilience skills to officers, drill sergeants and soldiers in the U.S. Army. The Army’s Technical Reports about the resilience training program show that officers who had higher levels of resilience were more likely to be promoted ahead of schedule, assigned the toughest jobs, and achieve the rank of brigadier general (a one-star general) or higher; rank-and-file soldiers receiving resilience training reported *higher* overall emotional fitness, good coping (“When I get stressed out, I problem-solve”), engagement (“I would choose my current work again if I had the chance”), friendship (“I have someone to talk to when I’m down”), and *lower* levels of catastrophizing (They *disagree* with the statement, “When bad things happen to me, I expect more bad things to happen”). Further, units with resilience trainers had significantly lower rates of substance abuse

diagnoses and diagnoses for mental health issues, such as depression and anxiety (in some cases the reduction in these diagnoses was as high as 60%).

- In general populations, the Penn Resiliency Project (PRP), a resilience training program developed by researchers at the University of Pennsylvania, served as the template for the Army resilience training. The PRP has been evaluated in at least 19 controlled studies, and while a few inconsistent findings have been reported, the studies largely suggest that the PRP program significantly reduced symptoms of depression and anxiety and helped participants perform better. More importantly, in the studies that included long-term follow-ups, PRP resilience skill effects were found to last for two years or more.
- The mental toughness component of resilience, in particular, has been shown to help prevent and alleviate burnout in a number of studies.

We have taught resilience skills and strategies to thousands of lawyers and other professionals around the world. We consistently find that the most resilient lawyers do these four things differently:

1. They stay inspired. Meaning matters enormously at work; in fact, it's a central source of motivation. Meaning also builds your resilience and your engagement. The most successful and resilient lawyers we have worked with are in it for more than a paycheck, because they see how their work has value and impact. Losing that motivation, energy and vitality is a recipe for burnout and makes working in the law feel a whole lot more like a chore instead of a calling.
2. They think differently. When you experience a stress-producing event, what do you think to yourself about that event? Do you see where you have any control, influence, or leverage in the situation, or do you fold? Some people jump to conclusions about a situation while others maintain a flexible and accurate thinking style. Some people catastrophize—they let their worst-case scenario thinking get the best of them and it stops them from taking purposeful action. Resilient lawyers apply their law school “think like a lawyer” training in a beneficial way to modify their thoughts, emotions and reactions when they're under stress to notice counterproductive patterns that might be undercutting success.
3. They use stress as an opportunity to connect with others. Your stress response is actually meant to push you closer to resilience by causing you to reach out to others. Helping behavior actually serves as a stress buffer, and help given to others is a better predictor of health and well-being than indicators of social engagement or received social support. In fact, experiencing stressful events

significantly predicts increased mortality among those who had not helped other people in the past year, but among those who had provided help to others, there was no association between stress and mortality.

4. They give more than they take in relationships. A foundational pillar of resilience is maintaining high-quality connections with others, and your success depends on how you approach interactions with other people. At work, people differ in their preferences for reciprocity—their preferred mix of giving and taking. According to Wharton professor Adam Grant, takers like to get more than they give, givers are other-focused and prefer to pay attention to what other people need from them, and matchers are a blend, wanting an equal balance between giving and taking. Another benefit of being a giver has to do with meaningfulness. One study showed that being a giver was positively related to meaningfulness, but being a taker was negatively related to it.

One of the many benefits of developing a resilience practice is that the skills that create resilience reinforce and support each other. For example, when you focus on creating better relationships, you also increase meaning in your life because the interactions you have with the people who matter most are more high-quality.

In summary, resilience skills are potent, learnable, and have the potential to both insulate lawyers from stress and improve their overall life and work satisfaction.

About the Authors

Paula Davis-Laack, Larry Richard, and David Shearon are the founding partners of [Lawyer Strong](#), a firm that provides resilience training to lawyers and other professionals within the legal profession.

**Using Grit & Growth Mindset
to Foster Resilience & Professionalism
in Law Students & Attorneys**

Professor Carolyn Broering-Jacobs
Cleveland Marshall College of Law

10:40 A

Using Grit & Growth Mindset to
Foster Resilience & Professionalism



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Using Grit and Growth Mindset to Foster Resilience and Professionalism in Law Students and Attorneys

12- Item Grit Scale

Directions for taking the Grit Scale: Please respond to the following 12 items. Be honest – there are no right or wrong answers!

1. I have overcome setbacks to conquer an important challenge.
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

2. New ideas and projects sometimes distract me from previous ones.*
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

3. My interests change from year to year.*
 - Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

4. Setbacks don't discourage me.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all
5. I have been obsessed with a certain idea or project for a short time but later lost interest.*
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all
6. I am a hard worker.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all
7. I often set a goal but later choose to pursue a different one.*
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all
8. I have difficulty maintaining my focus on projects that take more than a few months to complete.*
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all
9. I finish whatever I begin.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all
10. I have achieved a goal that took years of work.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not like me at all

11. I become interested in new pursuits every few months.*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

12. I am diligent.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

Scoring:

1. For questions 1, 4, 6, 9, 10 and 12 assign the following points:

- 5 = Very much like me
- 4 = Mostly like me
- 3 = Somewhat like me
- 2 = Not much like me
- 1 = Not like me at all

2. For questions 2, 3, 5, 7, 8 and 11 assign the following points:

- 1 = Very much like me
- 2 = Mostly like me
- 3 = Somewhat like me
- 4 = Not much like me
- 5 = Not like me at all

Add up all the points and divide by 12. The maximum score on this scale is 5 (extremely gritty), and the lowest score on this scale is 1 (not at all gritty).

Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 9, 1087-1101.



Scenario 1* **Speaking Up in Class**

Sloane is a first year student. She left her friends and family and moved to a new city to pursue her dream of becoming a litigator. Classes started a little over two months ago and although Sloane is sleep deprived, over caffeinated, and having a very hard time keeping up with all the reading assignments, she has managed to attend every class on time and has truly begun to develop a routine.

Nonetheless, Sloane still can't shake the feeling that she is totally overwhelmed and out of her element. In college she always managed to feel confident and get great grades with half as much effort as what she is putting in now. Everyone Sloane meets seems to have amazingly impressive credentials: Master's Degrees, High Honors, and even full careers, all before starting law school. Sloane finds herself doubting the usefulness of her degree in Cultural Anthropology on a daily basis, and wondering whether she should have opted for volunteering with that NGO.

To make matters worse, Sloane has started to hear rumblings about her Constitutional Law Professor, Professor Smith, a.k.a. "Smithsonian." According to Professor Smith's syllabus he determines, in his sole discretion, what percentage of your grade will be based on classroom participation within a given range. Sloane knows the importance of getting practice in formulating an opinion and articulating it to others. She is also keenly aware that Professor Smith is the faculty advisor to the moot court team, on which she really hopes to win a spot. She has been told in no uncertain terms that making a great impression on Smith will not only help her in first year, but throughout law school. That said, she has personally witnessed Professor Smith lambaste a student for asking "the wrong question." Also, she sees other students rolling their eyes when someone asks too many questions. She wants to get good grades and a spot on the moot court team, but she doesn't want Professor Smith or her fellow students to think she is stupid, pushy or arrogant.

Discussion Questions

1. Have you ever had a similar experience? How did you handle it and were you pleased with the outcome?
2. What advice would you give Sloane about how to proceed in Professor Smith's class?
3. What factors would you consider in deciding how to successfully contribute/speak up?
4. What value is there in the opportunity to learn from your mistakes?

* Scenarios borrowed from the ABA *ABA Grit Project*, AMERICAN BAR ASSOCIATION, http://www.americanbar.org/groups/women/initiatives_awards/grit.html (last visited Oct. 6, 2016).

Scenario 2 Job Search

Marco is a second year law student. He graduated magna cum laude from a prestigious undergraduate university and is accustomed to being at the top of his class. Law school has been more challenging than undergraduate. While he is in the top 10% of his class, he did not make law review. When he did not make law review, he applied to the International Journal and made it. He is currently a staff editor but is planning to write a Note for the journal and hopes to be Notes editor in his third year.

Marco is in the process of applying for summer clerkship jobs. He is determined to be in Washington, D.C. as he is very interested in antitrust law, and he believes that Washington is where the best antitrust practices are located. He would like to work for one of the large global law firms in Washington, D.C. because he is also interested in global competition law. But, competition is fierce and firms have cut back on their summer programs. Because of his strong academic record, Marco has had a relatively easy time securing preliminary interviews and has had nine interviews to date. However, Marco has not been as successful as he would like. He has received four rejections. He has a callback scheduled with two firms, and he has not yet heard from the remainder.

Marco was very discouraged when he received the four rejections; they were his top choices. He is wondering why he didn't make the cut. Did he answer the substantive questions they asked him incorrectly? Is his resume lacking? Did he set his sights too high and narrow? Was it his personality? He tends to be a bit quiet but can certainly be assertive when he needs to be. In thinking back over the interviews, he thinks that he was intimidated by the "grandeur" of the firms—and that this may have been reflected in the way he presented himself. While he is usually very self-confident, the grueling nature of the interview process as well as the rejections are undermining this confidence, and he is beginning to doubt himself.

Discussion Questions

1. Have you ever faced a situation like this? If so, how did you handle it and what was the outcome?
2. From whom could Marco seek advice on surviving this grueling process?
3. What would help him to stick to his goal, namely to go to Washington and practice antitrust law? How might this situation differ if Marco approached it with a fixed mindset versus a growth mindset?
4. How might grit be helpful in this situation?

Scenario 3

Struggling with Your Workload

You are a first year associate at a large firm. Since your arrival at the firm you've been working hard, regularly billing in excess of 200 hours per month. If you keep up this pace, you're on track to bill 2,400 hours for the year, which is well above your billable hours requirement. You do most of your work for the same client, VIP, and you are actively engaged in a variety of different tasks that will take you at least a few months to complete. While the work that you are doing for VIP is challenging and you are learning a great deal (almost everything is new to you at this stage), the nature of the work is less interesting to you than other areas of work at the firm. You don't want to get pigeonholed too early in your career. That said, after almost nine months on the job, you are starting to feel like you have some idea what you're doing, and that makes you feel pretty good. You also like the rest of the team; everyone gets along well and the senior associates have been helpful and welcoming.

You are working your third late night this week, when a partner, John, who is not someone you work regularly with, stops by your office. John tells you that he's heard good things about you and has been looking for an opportunity to work with you. He describes an assignment that he needs help with. It's an assignment for a new client in an area that you are really interested in. The catch is that the assignment needs to be started immediately. "If you're up for it, we'd love to have you on the team, but this assignment is going to be fast-paced, and if you're in, you need to be ALL in. I need to be able to count on you 100%," John says.

While you know that the assignment will conflict with the work that you already have on your plate, you really want to work with John and gain some exposure to the type of work that he does. However, you also don't want to let your team down and in spite of the long hours, you feel like you have a pretty good thing going.

Discussion Questions

Have you ever faced a situation like this? If so, how did you handle it and what was the outcome?

1. What should you say to John? How would you decide what to do next?
2. Is it more important to finish what you started or should you jump at the opportunity to develop a relationship with John and to do the kind of work you're most interested in doing?
3. How might your reaction to the situation differ if you approached the situation with a fixed mindset versus a growth mindset? How might a gritty person respond? How might both of these traits be helpful to you in this situation?

Scenario 4 Lost Motion

You are a mid-level associate and have been given the opportunity to take the lead on responding to a summary judgment motion for an important client, High Maintenance Tires, in their ongoing litigation dispute with Overpriced Cars. You feel great about the fact that there have been many discovery disputes throughout the case and the Judge has consistently ruled in your favor. There is no reason to think you will not win on summary judgment. You have spent weeks of hard work putting together your response. You assure the client that it is highly unlikely the judge would dismiss your case and that you expect serious settlement discussion to begin after the plaintiff loses the motion. Given how the judge has responded throughout the case, you are confident.

You file the response and feel extremely proud of the work you did and know that you could not have worked harder. Several weeks later, as you are getting ready to leave for the evening, the head partner on the case, Mary, storms into your office and asks if you have read the ruling. Your stomach drops because you know that despite all your hard work things must not have gone as you had hoped. As you skim the ruling with Mary in your office, you find that you have lost the motion on all counts but one. Of note, the judge finds that you have over-reached on the main case you cited in support of your motion and that the case's holding does not support your argument. Also, you failed to cite a critical case that the other side found. Mary is furious and says that the client will be as well. How can you respond?

Discussion Questions

1. Have you ever faced a situation like this? If so, how did you handle it and what was the outcome?
2. What should you say to Mary?
3. How would you handle the client?
4. Would your reaction to the situation differ if you approached the situation with a fixed mindset versus a growth mindset? How might a gritty person respond? How might both of these traits be helpful to you in this situation?

STUDENT TO LAWYER SYMPOSIUM

notes

professor
dean clerk
practitioner
judge
student

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student

Concurrent Session #1

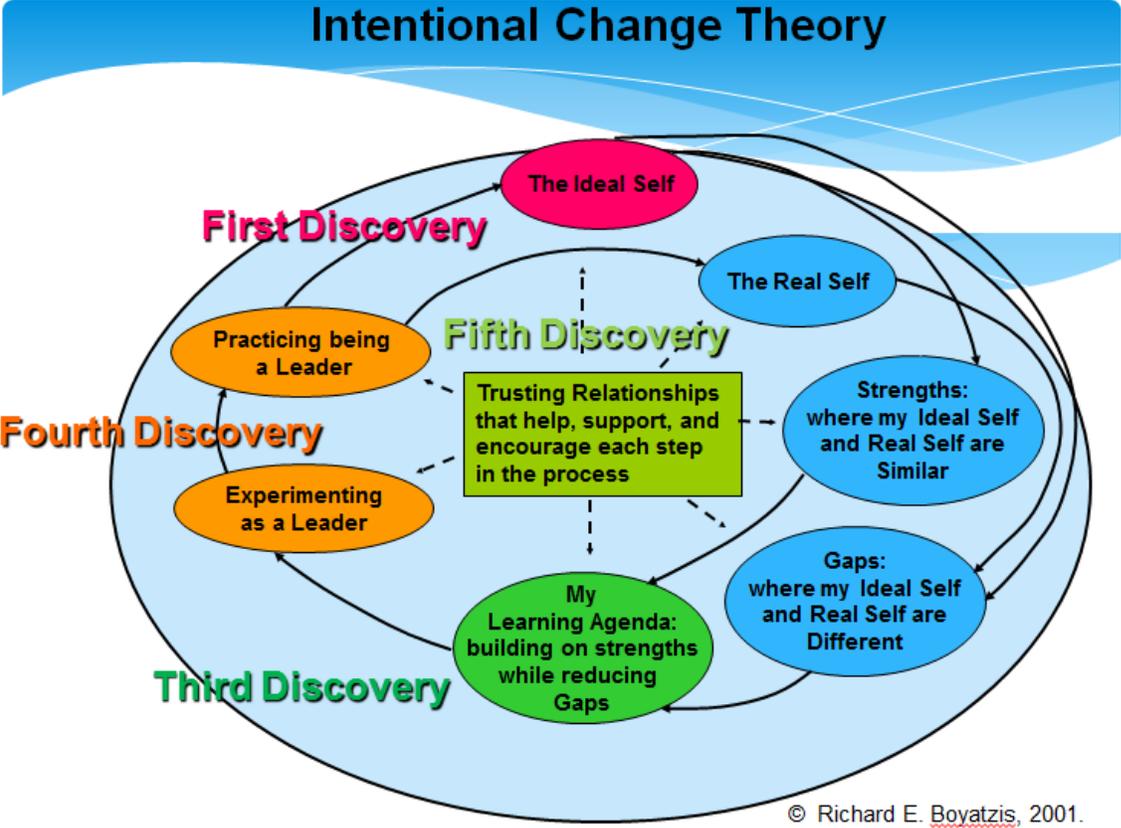
**Teaching Leadership, Emotional
Intelligence and Mindset
to Lawyers & Law Students**

Professor Jaime Bouvier
Case Western Reserve University
School of Law

12:00P

Concurrent #: Teaching Leadership,
Emotional Intelligence & Mindset

VISION AND VALUES EXERCISES



Bucket List Exercise

List 27 things you would like to do or experience before you die

- | | |
|-----|-----|
| 1. | 15. |
| 2. | 16. |
| 3. | 17. |
| 4. | 18. |
| 5. | 19. |
| 6. | 20. |
| 7. | 21. |
| 8. | 22. |
| 9. | 23. |
| 10. | 24. |
| 11. | 25. |
| 12. | 26. |
| 13. | 27. |
| 14. | |

What themes appear on your list?

Value Exercise

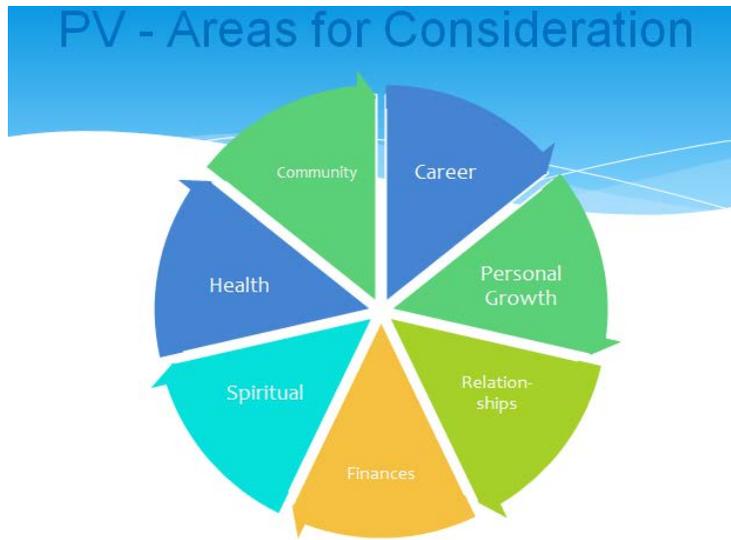
Accomplishment	Control	Independence	Reliable
Achievement	Cooperation	Improving Society	Religion
Adventure	Courageous	Innovative	Respectful
Affection	Courteous	Integrity	Responsible
Affectionate	Creativity	Intellectual	Restrained
Affiliation	Dependable	Involvement	Salvation
Ambitious	Disciplined	Imagination	Self-controlled
Assisting others	Economic Security	Joy	Self-reliance
Authority	Effective	Leisurely	Self-respect
Autonomy	Equality	Logical	Sincerity
Beauty	Excitement	Love	Spirituality
Belonging	Fame	Loving	Stability
Broad-minded	Family happiness	Mature love	Status
Caring	Family security	National security	Success
Challenge	Forgiving	Nature	Symbolic
Cheerful	Free choice	Obedient	Taking risks
Clean	Freedom	Order	Teamwork
Comfortable life	Friendship	Peace	Tidy
Companionship	Fun	Personal Development	Tender
Compassion	Genuineness	Pleasure	Tranquility
Competent	Happiness	Polite	Wealth
Competitiveness	Health	Power	Winning
Contribution to others	Helpfulness	Pride	Wisdom
Conformity	Honesty	Rational	Others:
Contentedness	Hope	Recognition	

My Ten Most Important Values

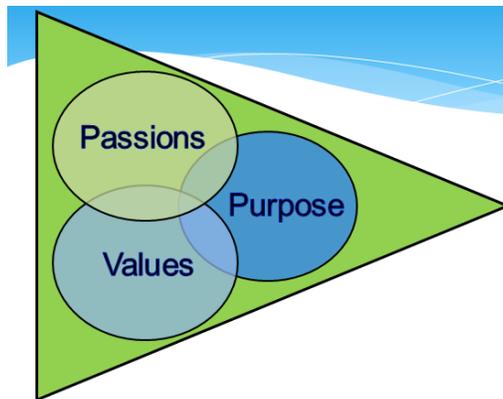
- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Finally, rank each of your five most important values, beliefs, or characteristics, with “1” being the most important value to you, to “5” being the least important of these five important values.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | |



Take one minute to write a 6-8 word statement that captures your personal vision



Name and Relationship to me.	A moment I remember.	What did he/she say or do?	How did it make me feel?	What did I learn from it or take away from the moment?

Who helped me the most? Who would you say, “Without him/her, I would not have accomplished what I have or be the person I am today?”



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Concurrent Session #2

**Ethical Discretion:
Developing Resilience**

Professors Jean McQuillan,
Cassandra Burke Robertson
& Jonathan Gordan

Case Western Reserve University
School of Law

12:00P

Concurrent #2: Ethical Discretion
Developing Resilience

Supreme Court of Ohio
Student to Lawyer Symposium
October 21, 2016

Jean McQuillan, Cassandra Burke Robertson and Jonathan Gordon
Case Western Reserve School of Law

“Ethical Discretion – Developing Resilience”

The outer boundaries of ethical conduct are stated in the Rules of Professional Conduct. It is usually easy to identify clearly wrong conduct but ethical resilience grows out of the small day-to-day ethical decisions a lawyer makes in practice. Those decisions are overwhelmingly discretionary. How does a lawyer develop resilience to use ethical discretion?

In this session you will be challenged to consider how to address questionable conduct by another attorney. Before there is an unequivocal obligation to report misconduct, what are your options to manage a troublesome situation with a senior attorney? How do you develop resilience to recognize and make choices to act on ethical concerns in uncertain and potentially damaging situation?

Here is the situation:

You are a senior associate in mid-sized firm in an Ohio city. You have been with the firm for 5 years and things are going well. You have worked for several different partners at the firm on different matters over the years and you believe that you have good reputation within the firm. You are hopeful that your years of productive work will result in a partnership offer in the near future.

The last two years you have worked closely with Todd Randon, a senior partner whose corporate client, Acme Industries, is a major client of the firm. Todd moved your office across the hall from his and has hinted that you are being groomed to succeed him as the attorney responsible for Acme’s business when he retires. Todd is in his fifties, but has made no secret of his plan to retire well before he turns 65. You have not socialized with Todd outside the office, but you have a great working relationship with him.

Over the last several months you have noticed that Todd spends less and less time in the office. He was usually the last partner to leave, typically after 8pm on weekdays and he was always in for a couple hours on Saturdays. He rarely took long lunches. . Now, you see his office is often empty all day, or you have seen him leave at noon and not return, and he is never in on Saturdays. He has transferred more responsibility to you for the Acme work. Since Todd has not announced that he is cutting back on his hours, you have thought that perhaps Todd is quietly testing out a slower schedule. No one has said anything to you

about Todd's absences – you doubt that anyone else has noticed. When Todd is in the office he has, at times, seemed a little distracted, but otherwise he seems to be fine.

However, since last year you have also been in charge of billing for Acme, and you see everyone's timesheets. You have wondered because Todd is still submitting his usual number of hours for Acme work even though he has been out of the office more and more. You know that he has other clients whose billing you do not see, but you are surprised that his reduced attendance has not affected the time he bills for Acme work. This has continued for several months, and now you are wondering if you should say or do something.

What are reasons, if any, to wonder about this situation?

OHIO: A LAWYER'S ASPIRATIONAL IDEALS

As to my colleagues in the practice of law, I shall aspire:

- a) To recognize and develop a professional interdependence for the benefit of our clients and the legal system
- b) To defend you against unjust criticism, and
- c) To offer you assistance with your personal and professional needs.

OHIO RULES of PROFESSIONAL CONDUCT

Prof.Cond.R. 1.1: Competence

A lawyer shall provide competent representation to a client. Competent representation requires the legal knowledge, skill, thoroughness, and preparation reasonably necessary for the representation.

Prof.Cond.R. 1.3: Diligence

A lawyer shall act with reasonable diligence and promptness in representing a client.

Prof.Cond.R. 1.4: Communication

(a) A lawyer shall do all of the following:

- (1) promptly inform the client of any decision or circumstance with respect to which the client's informed consent is required by these rules;
- (2) reasonably consult with the client about the means by which the client's objectives are to be accomplished;
- (3) keep the client reasonably informed about the status of the matter;
- (4) comply as soon as practicable with reasonable requests for information from the client;
- (5) consult with the client about any relevant limitation on the lawyer's conduct when the lawyer knows that the client expects assistance not permitted by the Ohio Rules of Professional Conduct or other law.

Prof.Cond.R. 1.13: Organization As Client

(a) A lawyer employed or retained by an organization represents the organization acting through its constituents. A lawyer employed or retained by an organization owes allegiance to the organization and not to any constituent or other person connected with the organization. The constituents of an organization include its owners and its duly authorized officers, directors, trustees, and employees.

Prof.Cond.R. 5.1: Responsibilities of Partners, Managers, and Supervisory Lawyers

(a) [Reserved]

(b) [Reserved]

(c) A lawyer shall be responsible for another lawyer's violation of the Ohio Rules of Professional Conduct if either of the following applies:

(1) the lawyer orders or, with knowledge of the specific conduct, ratifies the conduct involved;

(2) the lawyer is a partner or has comparable managerial authority in the law firm or government agency in which the other lawyer practices, or has direct supervisory authority over the other lawyer, and knows of the conduct at a time when its consequences can be avoided or mitigated but fails to take reasonable remedial action.

Prof.Cond. R. 5.2: Responsibilities of a Subordinate Lawyer

(a) A lawyer is bound by the Ohio Rules of Professional Conduct notwithstanding that the lawyer acted at the direction of another person.

(b) A subordinate lawyer does not violate the Ohio Rules of Professional Conduct if that lawyer acts in accordance with a supervisory lawyer's reasonable resolution of a question of professional duty.

Prof.Cond.R. 8.3: Reporting Professional Misconduct

(a) A lawyer who possesses unprivileged knowledge of a violation of the Ohio Rules of Professional Conduct that raises a question as to any lawyer's honesty, trustworthiness, or fitness as a lawyer in other respects, shall inform a disciplinary authority empowered to investigate or act upon such a violation.

(b) A lawyer who possesses unprivileged knowledge that a judge has committed a violation of the Ohio Rules of Professional Conduct or applicable rules of judicial conduct shall inform the appropriate authority.

(c) Any information obtained by a member of a committee or subcommittee of a bar association, or by a member, employee, or agent of a nonprofit corporation established by a bar association, designed to assist lawyers with substance abuse or mental health problems, provided the information was obtained while the member, employee, or agent was performing duties as a member, employee, or agent of the committee, subcommittee, or nonprofit corporation, shall be privileged for all purposes under this rule.

Prof.Cond.R. 8.4: Misconduct

It is professional misconduct for a lawyer to do any of the following:

(a) violate or attempt to violate the Ohio Rules of Professional Conduct, knowingly assist or induce another to do so, or do so through the acts of another;

(b) commit an illegal act that reflects adversely on the lawyer's honesty or trustworthiness;

- (c) engage in conduct involving dishonesty, fraud, deceit, or misrepresentation;
- (d) engage in conduct that is prejudicial to the administration of justice;

RESOURCES

Articles

- **Developing supportive networks and relationships**
 - (Attached) Behavioral Legal Ethics, Decision Making, And The New Attorney's Unique Professional Perspective, *Catherine Gage O'Grady*, [SYMPOSIUM: Behavioral Legal Ethics, Decision Making, and the New Attorney's Unique Professional Perspective, 15 Nev. L.J. 671](#)
 - The Emotionally Attentive Lawyer: Balancing The Rule Of Law With The Realities Of Human Behavior, *Randall Kiser*, [SYMPOSIUM: The Emotionally Attentive Lawyer: Balancing the Rule of Law with the Realities of Human Behavior, 15 Nev. L.J. 442](#)
 - Grit: Perseverance and Passion for Long-Term Goals, Angela Duckworth and Christopher Peterson, *J Pers Soc Psychol.* 2007 Jun;92(6):1087-101. <https://www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf>
- **Financial resilience**
 - Developing Financial Resilience, *Barbara O'Neill, Ph.D., CFP* <https://njaes.rutgers.edu/sshw/message/message.asp?p=Finance&m=141>
 - (Attached) Personal Resiliency Quiz from Financial Resiliency Before, During, and After the Great Recession: Results of an Online Study, *O'Neill, Barbara., & Xiao, J. J.*, *Journal of Consumer Ed*, 28, 34-43, see pp. 40-42 (2011) http://www.cefe.illinois.edu/JCE/archives/2011_vol_28/2011_vol_28_pg34-43_O'Neill%20and%20Xiao.pdf
- **Support for colleagues**
 - Our ethical responsibility to help ourselves and our colleagues, *Judith M. Rush, Patrick R. Burns, Bench & Bar of Minnesota* — March 2016 <http://mnbenchbar.com/2016/03/our-ethical-responsibility/>
 - On the verge of collapse: how to help a colleague in trouble, *Nancy Payeur, Bencher's Bulletin, Law Society of British Columbia*, 2003, No. 4, www.lawsociety.bc.ca/page.cfm?cid=1567&t=On-the-verge-of-collapse:-how-to-help-a-colleague-in-trouble
 - *Draft Opinion – State Bar of Virginia* – July 21, 2016: LEO 1886 Duty Of Partners And Supervisory Lawyers In A Law Firm When Another Lawyer In

The Firm Suffers From Significant Impairment
<http://www.vsb.org/docs/draft-1886-072116.pdf>

- **Flexibility and stress management**

- Mindful Ethics And The Cultivation Of Concentration, *Scott L. Rogers & Jan L. Jacobowitz*, [SYMPOSIUM: Mindful Ethics and the Cultivation of Concentration, 15 Nev. L.J. 730](#)
- Stanford Law School Wellness Project
<https://law.stanford.edu/directory/joseph-bankman/wellness-project/>
- Berkeley Law Mindfulness in Legal Education
<https://www.law.berkeley.edu/students/mindfulness-at-berkeley-law/resources/mindfulness-in-legal-education/>
- University of Colorado Boulder Law School –Mindfulness and Thriving Legal Practices <http://www.colorado.edu/law/research/mindfulness-and-thriving-legal-practices>
- What Makes Lawyers Happy?: A Data-Driven Prescription to Redefine Professional Success, *Krieger, Lawrence S. and Sheldon, Kennon M.*, (May 12, 2015). 83 George Washington Law Review 554 (2015); FSU College of Law, Public Law Research Paper No. 667. Available at SSRN:
<http://ssrn.com/abstract=2398989> or <http://dx.doi.org/10.2139/ssrn.2398989>
- The Hidden Sources of Law School Stress: Avoiding the Mistakes That Create Unhappy and Unprofessional Lawyers, Lawrence Krieger, Kindle edition available on Amazon: <https://www.amazon.com/Hidden-Sources-School-Stress-Unprofessional-ebook/dp/B00NMQGKUS>
- Grit, *Angela Duckworth*, Vermilion (2016)
- Mindset, *Carol Dweck*, Random House; (2006)

National Resources

ABA Formal Opinion 03-429 Obligations with Respect to Mentally Impaired Lawyer in the Firm

ABA Formal Opinion 03-431 Lawyer’s Duty to Report Rule Violations by Another Lawyer Who May Suffer from Disability or Impairment

Ohio Specific Resources

Ohio Lawyers Assistance Program <http://www.ohiolap.org/>

Ohio State Bar Association –

- Health and Wellness for Legal Professionals

<https://www.ohiobar.org/ForLawyers/Pages/Attorney-Wellness.aspx>

- Lawyer Resources

<https://www.ohiobar.org/ForLawyers/Pages/New-lawyer-resources.aspx>

- OSBAid and Silent Partner

<https://www.ohiobar.org/NewsAndPublications/News/OSBANews/Pages/OSBAid.aspx>

Cincinnati Bar Association – Health and Well-Being

<http://www.cincybar.org/groups/health-and-well-being.php>

Toledo Bar Member Assistance Program

<http://www.toledobar.org/TBA/Membership/Lawyer Assistance Program>

Mahoning County Bar – Lawyer Assistance Committee

<http://www.mahoningbar.org/about us/committees/lawyers assistance.htm>

Cleveland Metro Bar Association

Mental Health and Wellness Committee

http://www.clemetrobar.org/cmbar_prod/CMBA/CMBA/Legal Professionals/Sections Committees/Committees/Mental Health/Mental Health Wellness Committee.aspx

Law Firm Mental Health Toolkit

http://www.clemetrobar.org/cmbar_prod/CMBADOCS/Committees/Lawyers Mental Health Task Force/Toolkit.pdf

Personal Resiliency Assessment Quiz

Scoring: 0 = No; 1 = Sometimes yes and sometimes no; and 2= Yes.

1. I have an emergency fund of at least three months expenses set aside in a liquid account such as passbook savings or a money market mutual fund.
2. I have a low interest home equity line of credit (or other low-cost source of funds) established that can be tapped in the event of an emergency.
3. My monthly consumer debt-to-income ratio (total of monthly consumer debt payments/monthly take-home pay) is less than 15%.
4. I have a long-term disability insurance policy that will replace at least half of my income if I am unable to work due to accident or illness.
5. I am covered by a health insurance policy with a high (\$1 million or an unlimited amount) per person limit for major medical expenses.
6. I keep my job skills current through formal education, on-the-job training, professional meetings, and other methods.
7. I have recommended estate planning documents such as a will, living will, and durable power of attorney.
8. I spend less than I earn and regularly make deposits into saving or investment accounts.
9. I am the beneficiary of a life insurance policy owned by another person and/or I own a life insurance policy that protects my dependents.
10. I have a tax-deferred retirement savings plan to which I make regular deposits and from which I could withdraw money if I had to.
11. I have a least 5 close friends or family members that I could call to help me in the event of an emergency or a crisis.
12. I am aware of government and non-profit agencies in my community that could assist me if I was in need.
13. I have regular physical exams by my doctor and health screening tests at recommended intervals.
14. I am able to easily search for needed information on the Internet or at the public library.
15. I would describe myself as a positive (optimistic) person and an often heard to say "it could

have been a lot worse” when bad things happen.

16. I would describe myself as an “organized” person who can juggle many tasks and stay on top of everything easily.

17. I would describe myself as a “focused” person. When I make up my mind to do something, I somehow figure out a way to get it done.

18. I would describe myself as being “in good health” with good nutrition, adequate exercise and sleep, and no major health problems.

19. I would describe myself as having good stress management skills and an ability to handle crises and unexpected events.

20. I consider myself “literate” with a good ability to read and write and understand basic health and financial terminology.

Assessment Quiz from O’Neill, Barbara, & Xiao, J. J. (2011). Financial Resiliency Before, During, and After the Great recession: Results of an Online Study. *Journal of Consumer Education*, 28, 34-43.

Available at: http://www.cefe.illinois.edu/JCE/archives/2011_vol_28/2011_vol_28_pg34-43_O'Neill%20and%20Xiao

Average scores: Pre-recession 26.9 pts; in recession 28.22 pts; post-recession 28.31 pts



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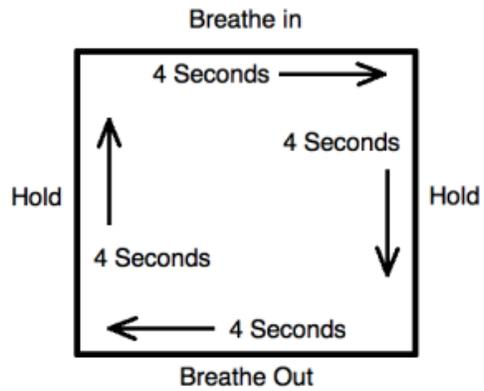
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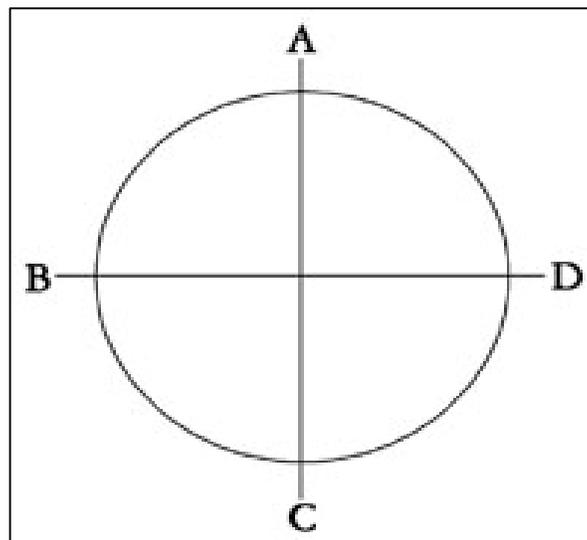
**Lessons from a Different Court:
Sport & Performance Psychology
for Legal Professionals**

Dr. Rebecca Cook
& Professor Susan Wawrose
University of Dayton

1. Four square breathing



2. Chevreul's pendulum exercise





Short Bibliography

Mihaly Csikszentmihalyi, *Flow: The Psychology of Optimal Experience* (2009).

Timothy Galway, *The Inner Game of Tennis: The Classic Guide to the Mental Side of Peak Performance* (3d ed. 2008)

Rick Hanson, *Buddha's Brain: The Practical Neuroscience of Happiness, Love & Wisdom* (2009).

Martin E. P. Seligman, *Learned Optimism: How to Change Your Mind and Your Life* (Vintage ed. 2006).

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student

Symposium Participants

Stephanie Adams
Liberty Mutual Insurance

Sean Alto
Cooper & Elliott LLC

Mary Amos Augsburger
Ohio State Bar Association

Caitlin Anderson
Cardinal Health

Cassandra Andres Rice
Gottschlich & Portune, LLP

Rachael Aufdenkampe
University of Akron School of Law

Ina Avalon
Ohio Attorney General's Office

Hon. Craig Baldwin
Judge, Ohio Fifth District Court of Appeals

Jennifer Bard
Dean, University of Cincinnati College of Law

Michael Barr
Little, Sheets & Barr

D. Benjamin Barros
Dean, University of Toledo College of Law

Shawn Beem
Capital University Law School

Rebecca Black
Melissa Graham-Hurd & Associates, LLC

Charlyn Bohland
Office of the Ohio Public Defender

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Doty & Obenour LLC

Jaime Bouvier
Case Western Reserve University School of Law

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Toledo Municipal Clerk of Court

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The Christian Law Office

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McGinty Hilow & Spellacy Co.,LPA

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Ohio Northern University College of Law

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Cleveland Municipal Court

Hon. Richard Collins
Judge, Lake County Common Pleas Court

Eric Combs
Dinsmore & Shohl

Rebecca Cook
University of Dayton

Claudia Coretz-Reinhardt
Dayton Hispanic Chamber

Jeffery Cornwell
Stagnaro Saba Patterson

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Ohio Bar Liability Insurance Company

Heather Creed
Law & Leadership Institute

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Baker Hostetler

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Lisa Eschleman
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Henry County Prosecutor's Office

Andrea Flaute
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Hon. Jeffrey Froelich
Judge, Second District Court of Appeals

Marcie Fronefield
Wood & Long

Brian Fuller
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Shantell George
Akron Bar Association

Catherine Geyer
Supreme Court of Ohio

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Catherine Glover
Cincinnati Bar Association

Jonathan Gordan
Professor, Case Western Reserve University

Bryan Griffith
Sanborn Brandon Cuvall & Bobbitt Co. LPA

Mary Groth
Cleveland Metropolitan Bar Association

Andy Hartzell
Ohio State Bar Association

Hon. Taryn Heath
Judge, Stark County Court of Common Pleas

Brigid Heid
Carlile Patchen & Murphy

Julie Hein
Attorney

Howard Henry
OhioMHAS

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Santen & Hughes

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Chase College of Law

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Lori Keating
Supreme Court of Ohio

Micheline Kidwell
Wilmerhale

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Carley Kranstuber
Capital University Law School

Ron Kreager
Ohio Sixth District Court of Appeals

Elizabeth Krile
Ohio State Bar Association

Denise Platfoot Lacey
Professor, University of Dayton School of Law

Bradley Lagusch
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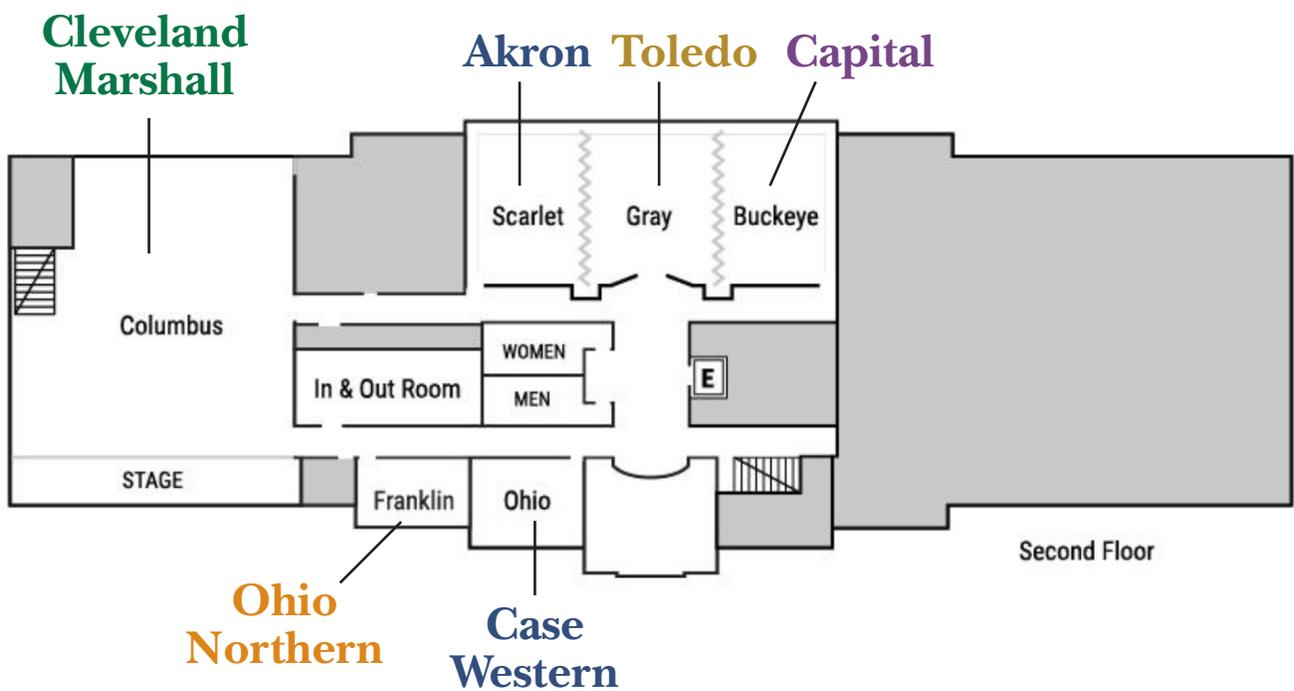
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Hon. Gene Zmuda
Judge, Lucas County Common Pleas Court

Conference Map

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