**Judicial Pathways Mentoring Plan Curriculum**

1. **Understanding Your Professional “Why”**

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| Action | Mark completed items |
| Engage Mentee in a reflective exercise regarding Mentee’s “Professional Identity.” How does Mentee define their professional identity? How does Mentee define professional success? What professional or personal characteristics help Mentee to find success in practice? |  |
| Assist Mentee in articulating the “why” behind their desire to pursue a judicial career pathway:   * What are the specific aspects of a judicial position that inspire or interest Mentee? * Describe the ideal judge from Mentee’s perspective. * What experience and skills would Mentee bring to a judicial position? |  |
| If Mentee is unsure of which type of judicial officer they aspire to be, discuss with Mentee the various types of judicial officers and the benefits and drawbacks to serving at different levels (i.e. state vs. federal, county vs. district, magistrate vs. judge, etc.) |  |

1. **Cultivating Judicial Demeanor**

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| Action | Mark completed items |
| Engage Mentee in a reflective exercise regarding Mentee’s “temperament” as a person. How does Mentee’s temperament and emotional regulation as an individual influence what their temperament as a judicial officer might be? What are the strengths and challenges of Mentee’s personal temperament? Use [*Judicial Temperament, Explained*](https://judicature.duke.edu/articles/judicial-temperament-explained/)by Terry A. Maroney to guide your conversation. |  |
| As professional decision makers, judges typically become skilled at thinking reflectively and articulating reasons for their decisions. However, strong decision-making skills is not the only qualification of judicial demeanor. Consider the extent to which empathy — one’s ability to understand a situation from another’s perspective — affects how judges judge and how Mentee’s strengths or challenges in empathy will impact their future judicial temperament. Use [*Mindfulness and Judging*](https://judicature.duke.edu/articles/mindfulness-and-judging/) by Jeremy Fogel to guide your conversation. |  |
| Consider the elements of “Judicial Excellence” and how Mentee would rate their strengths and challenges in each category. Assist Mentee in making a plan for improving those elements of judicial excellence that are more challenging. Use [*Elements of Judicial Excellence A Framework to Support the Professional Development of State Trial Court Judges*](https://www.ncsc.org/__data/assets/pdf_file/0022/16087/eje-framework-final-v15dec2017.pdf) as a guide to your conversation. |  |

1. **Building Community To Support Judicial Ambitions**

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| Action | Mark completed items |
| Discuss whether voluntary professional and community service is a necessary commitment for persons holding public office and what forms of voluntary professional and community service Mentee has been involved with in the past and wishes to engage in the future. |  |
| What type of community support does Mentee have in their judicial aspirations? Where is community support lacking? Partner with Mentee to make an action plan for growing their support and influence in communities that are meaningful to Mentee. |  |
| Discuss the impact of online social networking on judicial ambitions. Engage Mentee in a reflective exercise regarding their past and present social media use and how their social media history will impact a future judicial appointment. If a social media presence is important to Mentee, reflect on how Mentee will appropriately incorporate social media use into their role as a judge. |  |
| Attend a meeting of an organized bar association or other judicial networking event together. Introduce Mentee to other attorneys and judges in attendance. Discuss the advantages of bar association involvement in pathways to the bench and discuss the many local, state, and national associations available, including any in Mentee’s specific practice area. |  |

1. **Professional Skill Development For Prospective Judges**

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| Action | Mark completed items |
| Discuss Mentee’s strengths and challenges in the following skill sets comprising judicial excellence:   * Understands the ethical challenges faced by judges and how to properly address them to uphold the actual and perceived integrity of the judiciary. * Engages in the work of the assignment, educates the local community, and supports colleagues in executing the mission of the court. Embraces performance feedback and seeks out opportunities for professional development. * Engages in self-care practices to manage stress and maintain physical and psychological health. * Understands the legal and operational matters relevant to the assignment. Builds knowledge from relevant disciplines and understands their implications in daily work. * Uses analytical and problem-solving skills to evaluate the available information and take the best action possible in a timely manner. * Understands how one’s personal perspective, values, preferences, mental state, and way of thinking can impact decision-making and others’ perceptions of fairness. Develops and applies strategies to manage emotions and address biases in judgment and behavior. * Directs docket and courtroom operations by planning and coordinating schedules, managing case processing timelines, and facilitating information exchange between parties in a case, court staff, and other stakeholders. * Interacts effectively with all those who work in or appear before the court in a manner conducive to a fair process and just outcomes. Listens attentively to others and provides clear and effective communication to ensure a shared understanding of the issues in the case, court processes, and decisions. * Engages with parties and stakeholders to build consensus on matters that will allow for forward case progress and a focus on reaching a resolution.   Use [*Elements of Judicial Excellence A Framework to Support the Professional Development of State Trial Court Judges*](https://www.ncsc.org/__data/assets/pdf_file/0022/16087/eje-framework-final-v15dec2017.pdf) as a guide to your conversation. |  |
| Based on Mentee’s self-assessment of their skills strengths and deficits in the above referenced areas, thought partner with Mentee to create a plan for obtaining professional development resources, practice experience, additional mentoring/coaching, and shadowing opportunities to improve areas of challenge or deficit. |  |

1. **Cultural Empathy as a Required Judicial Skill**

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| Action | Mark completed items |
| Discuss the reasons why ethnic/national culture matter for judges because of the ways in which culture greatly impact how people:  • define justice, conflict, and disorder, and determine when it is appropriate to  involve third parties, including the state, in resolving problems and conflicts;  • describe events or “what happened;” and  • fashion responses or solutions to problems and conflicts. |  |
| Engage Mentee in a reflective exercise to assess their current level of cultural empathy. Use the [Cultural Competence Self-Assessment Checklist](https://www.avma.org/sites/default/files/2020-08/Diversity-CulturalCompetenceChecklist.pdf) as a guide in your discussion. |  |
| Work with Mentee to create an action plan for improving cultural empathy as part of their preparation and pathway to the bench. |  |

1. **The Nomination Process**

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| Action | Mark completed items |
| Review with Mentee the Colorado judicial nominating process from start to finish. |  |
| Review in detail with Mentee the Colorado judicial application. If Mentee is considering applying for the bench in the near future, provide Mentee with appropriate guidance for completing the application. If Mentee is not applying to the bench in the near future, assist Mentee in creating an action plan for obtaining the requisite experience to become a judge and in visioning future responses to application questions. Create a timeline with short- and long-term goals and actions. |  |
| Engage Mentee in mock judicial nominating commission interviews and mock interviews with the Governor’s office. Provide constructive feedback and support to Mentee regarding important aspects of presentation, preparedness, and substance of responses. |  |

1. **Professional Identity & Well-Being**

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| Action | Mark completed items |
| How does the public life of a judge blend with Mentee’s personal and family life? Assist Mentee in reflecting on the positive and negative ways the public life of a judge will impact their personal life. |  |
| Engage Mentee in a reflective exercise regarding resilience. How does Mentee assess their own resiliency? What factors account for Mentee’s measurement of resilience? Assist Mentee in developing a plan to improve their resiliency. Consider the following resources:   * [*Three Ways Lawyers Can Become More Resilient*](https://abovethelaw.com/2016/02/3-ways-lawyers-can-become-more-resilient/) * [*Survival Skill No. 1 for Lawyers: Emotional Resilience*](https://www.attorneyatwork.com/survival-skill-no-1-for-lawyers-emotional-resilience/) |  |
| Engage Mentee in a self-reflective exercise to determine whether Mentee believes they are thriving in all dimensions of “well-being” including:  **Emotional:** Recognizing the importance of emotions; developing the ability to identify and manage our own emotions to support mental health, achieve goals, and inform decision-making; seeking help for mental health when needed.  **Occupational:** Cultivating personal satisfaction, growth, and enrichment in work; financial stability.  **Intellectual:** Engaging in continuous learning and the pursuit of creative or intellectually challenging activities that foster ongoing development, monitoring cognitive wellness.    **Spiritual:** Developing a sense of meaningfulness and purpose in all aspects of life.  **Social:** Developing a sense of connection, belonging, and a well-developed support network while also contributing to our groups and communities.  **Physical:** Striving for regular physical activity, proper diet and nutrition, sufficient sleep, and recovery; minimizing the use of addictive substances; seeking help for physical health when needed.  Assist Mentee in developing well-being objectives and a plan to address Mentee’s self-identified deficiencies in these dimensions of well-being. Consider the [*ABA Well-Being Toolkit for Lawyers and Legal Employers*](https://www.americanbar.org/content/dam/aba/administrative/lawyer_assistance/ls_colap_well-being_toolkit_for_lawyers_legal_employers.authcheckdam.pdf) in building a well-being action plan. |  |
| **Defining Professional & Personal “Success”**  Work with Mentee to create a sustainable and fulfilling definition of professional and personal success for themselves. To assist in this discussion, follow the steps below:  **Traditional Concepts of Success**  Defining success may seem easy at first. When asked to define success, most people cite conventional ideas of success, such as achieving independence, attaining a position of power, or amassing wealth. Pop culture is filled with characters who have achieved one of these traditional goals for success, but who are unsatisfied with it, from Ebenezer Scrooge to Charles Foster Kane. These are hyperbolic illustrations, but they serve a valuable lesson about the illogical appeal of wealth and power. They're alluring goals, but they are often not actually what make people feel happy and fulfilled. It's impossible to set good goals unless you know which ones are going to truly make you happy. Figuring out what's truly important to you and filtering out the influence of traditional concepts of success, is the first step to creating a goal structure and ultimately forging a path to that success.  **Unconventional Definitions of Success**  History is ripe with individuals who have earned great respect because they followed an unconventional path, usually inspired by an unconventional definition of success. To many of these entrepreneurs and mavericks, that level of respect doesn't matter because they've found ultimate satisfaction in the work they do on a regular basis.  **Finding Your Definition of Success**  You may find it difficult to define your version of success and, if you do, you aren't alone. Figuring out what your definition of success is early on is the best way to create goals that will result in true satisfaction—not just money or power.  Picture yourself with all the money and time you could ever want. What would you do? Would you help promote a specific cause? Would you pursue a certain hobby or try to solve a major problem in the world? How would you find satisfaction? If you can answer these questions, you may have just found your definition of success. If not, look outward for inspiration. Speak with your mentors to get their insights on what success is and what's most important in their lives.  **A Foundation for All Your Goals**  Once you've figured out what success means to you, you can build the rest of your goals from there. Usually, you'll have two or three primary goals that allow you to achieve your definition of success, each of those goals will have several smaller goals it depends on, and so on.  The key to staying motivated in the face of adversity or unanticipated challenges is contextualizing those shortcomings. Your definition of success also dictates your definition of failure—you’ve only failed if you've given up on achieving success. |  |
| **Assessment Of Current Professional Identity**  Ask Mentee to answer the question “what do you do” to initiate the conversation about professional identity. Work with Mentee to expand the answer to the question to include a broader definition of Mentee’s strengths, interests, and professional passions. |  |

1. **Diversity, Equity, Inclusion, and Accessibility (Complete at least two)**

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| Action | Mark completed items |
| Discuss what diversity, equity, inclusion, and accessibility mean to both Mentee and Mentor and how these concepts manifest in the legal profession. This exercise is designed to create a safe space for conversation and the sharing of different perspectives on how the legal profession is incorporating these concepts and how it can continue to improve. Describe what an ideal practice and legal profession would look like based on these concepts. |  |
| Discuss the dimensions of identity for the Mentor and Mentee. Which identities are most salient for each person? Why? How have these identities served you in the legal profession? How have these identities led to challenge or limitation in the legal profession? |  |
| Discuss roadblocks and challenges the Mentee and Mentor may have experienced because of their underrepresented identities. What methods were taken to address these challenges? What resources were helpful? If there were any resources that would have been helpful but were not available, discuss what those are and how to best implement them in the future. |  |
| Engage one another in a reflective exercise to assess cultural empathy. Use the [Cultural Competence Self-Assessment Checklist](https://www.avma.org/sites/default/files/2020-08/Diversity-CulturalCompetenceChecklist.pdf) as a guide in your discussion. Discuss the ways in which cultural empathy are important to the practice of law and the building of community within the legal profession. |  |
| Attend a diversity awareness or training workshop or CLE together. Discuss the takeaways and next steps in applying what each participant learned.   * [CBA-CLE Equity/Diversity & Inclusion courses](https://cle.cobar.org/Practice-Area/Equity-Diversity-and-Inclusion) |  |
| Discuss various career paths such as Big Law, small firm, government, corporate, legal aid, and nontraditional legal positions and how they related to the Mentee’s personal and professional identities and professional goals.   1. Examine resources for underrepresented attorneys in the organizations or companies appropriate to Mentee’s career path. 2. Discuss how these paths might influence or support Mentee’s professional identity and goals. |  |

## Resources

**Videos**

* + - [Reimagining Law: DEI in the Legal Profession – What’s Working and What Isn’t](https://www.2civility.org/reimagining-law-dei-in-the-legal-profession/)
    - [Reimagining Law: Systemic Racism in the Legal Profession](https://www.2civility.org/reimagining-law-judge-ann-claire-williams-ret/)
    - [Reimagining Law: Supporting LGBTQ Legal Professionals](https://www.2civility.org/reimagining-law-moses-suarez-president-of-lagbac-chicagos-lgbtq-bar-association/)
    - [Reimagining Law: Creating a Sense of “Belonging” in the Legal Profession](https://www.2civility.org/reimagining-law-create-a-sense-of-belonging-in-the-legal-profession/)
    - [Reimagining Law: How Lawyers Can Combat Discriminatory Behavior](https://www.2civility.org/reimagining-law-how-lawyers-can-combat-discriminatory-behavior/)

**Articles**

* + - Commission’s most recent [DEI news and articles](https://www.2civility.org/news-updates/?_topics=diversity)
    - [Implicit Bias: Cloaked in Color-Blind Clothing](https://www.2civility.org/implicit-bias-color-blind-clothing/)
    - [Addressing Diversity Challenges in Law Firms](https://www.2civility.org/addressing-diversity-challenges-in-law-firms/)
    - [What Kids Can Teach Lawyers About Diversity and Representation](https://www.2civility.org/minorities-representation-legal-profession/)
    - [5 Things to Know About Lawyers with Disabilities](https://www.2civility.org/5-things-about-lawyers-with-disabilities/)
    - [3 Ways Lawyers Can Promote DEI and More with the CBA Racial Justice Coalition](https://www.2civility.org/3-ways-lawyers-can-promote-dei-and-more-with-the-cba-racial-justice-coalition/)
    - [Inclusive Language is Allyship](https://www.2civility.org/inclusive-language-is-allyship/)
    - [Unconscious Bias in Mentoring Relationships](https://www.2civility.org/unconscious-bias-in-mentoring-relationships/)
    - [Four Reasons You Need a Mentor](https://www.2civility.org/four-reasons-for-mentoring/)

**American Bar Association**

* + - [Bias Interrupters Project](https://www.americanbar.org/groups/diversity/women/initiatives_awards/bias-interrupters/) - You Can't Change What You Can't See: Interrupting Racial and Gender Bias in the Legal Profession
    - [Model Diversity Survey](https://www.americanbar.org/content/dam/aba/administrative/racial_ethnic_diversity/aba/credp_2020_mds_report.pdf) from the Commission on Racial and Ethnic Diversity in the Profession
    - [Implicit Bias Videos and Toolkit](https://www.americanbar.org/groups/diversity/resources/implicit-bias/) from the ABA Diversity and Inclusion Center

**The Institute for Inclusion in the Legal Profession (IILP)**

* + - [Where We Stand: Real Change. Now.](https://theiilp.wildapricot.org/)