



# The O Shaped Lawyer

Core Competencies

# The O Attributes

## Open

Open to change and feedback.  
Open mindset. Open with emotions.

## Optimistic

Positive outlook. See the best  
in others. Positivity "rubs off."

## Opportunist

Seek and seize existing and new  
opportunities. Use networks to  
collaborate and create openings.

## Original

Original ways of working and thinking.  
Creative, innovative, adaptable.

## Ownership

Solutions-focused, accountable,  
own the outcome.



# The Core O Shaped Skills



## Build Relationships

- Emotional Intelligence
- Trust & Influence
- Communication
- Collaboration



## Create Value

- Problem-Solving
- Identifying Opportunity
- Synthesis
- Simplifying Complexity



## Be Adaptable

- Courage
- Resilience
- Feedback
- Continuous Learning



# Build Relationships: Emotional Intelligence



## Emotional Intelligence Skills

Mastery of emotional intelligence skills (also referred to as EQ) is demonstrated by understanding and applying appropriate behaviour in the areas of self-awareness, self-management, social awareness, and relationship management.

### 1 Beginning (University)

Candidates are **introduced to**, and can **articulate the main components** of, emotional intelligence (self-awareness, self-management, social awareness, and relationship management).

### 2 Developing (Law School)

In addition to Skill 1, candidates can **identify and implement behaviours** of each aspect of EQ and can **articulate how these are relevant** to providing effective client service.

### 3 Developed

In addition to Skills 1 and 2, candidates **employ EQ skills in their actions** with clients and colleagues alike, actively **seek feedback on their EQ skills**, and distill, **adapt, and apply** lessons from their ongoing learning.

### 4 Outstanding

In addition to Skills 1, 2, and 3, candidates serve as **positive role models** and **visibly champion** continuous learning, including by **openly sharing and discussing** their own learning and how they have applied it.

# Build Relationships: Trust & Influence



Trust & Influence Skills		Mastery of trust and influence skills is demonstrated by regularly engaging in communication and behaviours that invite and encourage others to modify their attitude or actions.
1	Beginning (University)	Candidates are <b>introduced to</b> , and can <b>articulate</b> , (a) the components of trust; (b) key principles of influence; and (c) how these concepts are important in addressing client business and legal needs.
2	Developing (Law School)	In addition to Skill 1, candidates can (a) <b>provide substantive legal analyses within business contexts</b> ; (b) <b>articulate core business distinctions</b> between law firms and in-house legal departments; and (c) can suggest behaviours that build both trust and influence in the context of offering legal advice.
3	Developed	In addition to Skills 1 and 2, candidates can <b>use influence skills to persuade others, adapt their approach</b> based on context, and <b>apply trust and influence skills to conduct difficult conversations, diffuse tension, or resolve disagreement</b> .
4	Outstanding	In addition to Skills 1, 2, and 3, candidates <b>are able to build trusting relationships with others and effectively persuade</b> peers, colleagues, and clients.

# Build Relationships: Communication



Communication Skills	Mastery of communication skills is demonstrated by consistent use of appropriate, responsive communication styles, channels, and tools to effectively convey ideas and advice.	
1	Beginning (University)	Candidates are <b>introduced to</b> the concept and purpose of legal writing and <b>can articulate how it is different</b> to essay writing. Candidates can <b>suggest written and/or verbal strategies</b> to ensure that communications are <b>clear and audience-appropriate</b> .
2	Developing (Law School)	In addition to Skill 1, candidates can <b>produce well-written, substantive legal advice</b> that is appropriate for the context and audience. Candidates can <b>distill and articulate legal concepts</b> (verbally and in writing) using plain, succinct English. Candidates can articulate the principles of <b>active listening</b> .
3	Developed	In addition to Skills 1 and 2, candidates can readily <b>tailor their style, format, and context</b> based on audience, including when working or negotiating with <b>professionals from other disciplines</b> . Candidates demonstrate and practice <b>active listening</b> skills.
4	Outstanding	In addition to Skills 1, 2, and 3, candidates frame their legal advice in a manner that <b>demonstrates understanding of the business context</b> and consistently engage in <b>client-centric communications</b> . Candidates adjust their own communication style based on the behaviours and preferences of their audience.

# Build Relationships: Collaboration



## Collaboration Skills

Mastery of collaboration skills is demonstrated by engaging in behaviour that shows the candidate's capacity to effectively work with clients, colleagues, and others in furtherance of shared goals and objectives.

1

Beginning  
(University)

Candidates are **introduced to**, and can **articulate the main ideas of**, collaborative problem-solving and effective teamwork. Candidates can work effectively with small teams to achieve collaborative solutions.

2

Developing  
(Law School)

In addition to Skill 1, candidates can **work effectively with larger, cross-disciplinary teams** to solve legal problems. Candidates **value diverse skills and experience** and **can articulate** how and why those differences can improve collaboration and network development.

3

Developed

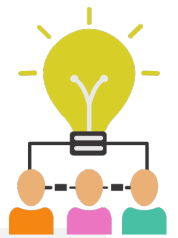
In addition to Skills 1 and 2, candidates actively **seek internal and external collaboration opportunities** with people from different areas of expertise. Candidates can **leverage specific differences** in ability and experience to improve collaboration and to broaden their professional networks.

4

Outstanding

In addition to Skills 1, 2, and 3, candidates serve as **positive role models** by displaying collaborative behaviour, have developed **robust networks**, and **champion diversity** of experience and background.

# Create Value: Problem-Solving



## Problem-Solving Skills

Mastery of problem-solving skills is demonstrated by finding the optimal legal solution to a given business opportunity or challenge.

### 1 Beginning (University)

Candidates are **introduced to and experience** case- and/or problem-based learning to develop practical solutions to a problem with an emphasis on the client's business and practical goals.

### 2 Developing (Law School)

In addition to Skill 1, candidates can accurately **identify legal problems** and can **recommend a course of action that is appropriate given the business context**, even where there is no "right" answer and/or relevant facts are missing.

### 3 Developed

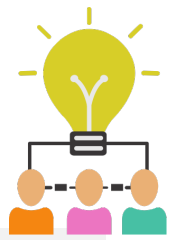
In addition to Skills 1 and 2, candidates can **recommend a range** of legal solutions that **demonstrate an understanding** of the client's business objectives and risk tolerance. Candidates can **effectively advocate for a recommended** solution.

### 4 Outstanding

In addition to Skills 1, 2, and 3, candidates serve as **positive role models** by actively seeking to apply past problem-based learning by seeking opportunities to **lead complex projects**.



# Create Value: Identifying Opportunity



## Identifying Opportunity

Mastery of identifying opportunity skills is demonstrated by an ability go beyond solving identified legal problems by, using approaches such as design thinking and agile work, finding new opportunities that advance the client's business and strategic goals.

### 1 Beginning (University)

Candidates are **introduced to**, and can **articulate the main ideas** of, design thinking, agile working, and client. Candidates are exposed to legal or non-legal customer/client service situations and can identify customer-focused behaviours.

### 2 Developing (Law School)

In addition to Skill 1, candidates can **identify and implement behaviours** that demonstrate **client-centricity in the context of legal services delivery** and can **apply design thinking** and related skills to client problems.

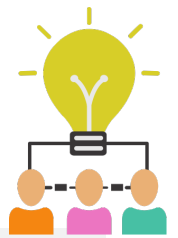
### 3 Developed

In addition to Skills 1 and 2, candidates go beyond solving legal problems, demonstrating a **willingness to experiment, innovate, and identify alternative solutions and forward-looking ideas**. Candidates are **up to date** on emerging innovations, tools, and trends to improve client service.

### 4 Outstanding

In addition to Skills 1, 2, and 3, candidates serve as **positive role models** by encouraging others to be client-focused in their work. Candidates rely on **innovation and creativity to improve team performance**.

# Create Value: Synthesis



## Synthesis Skills

Mastery of synthesis skills is demonstrated by gathering and evaluating often voluminous, varied information and exercising appropriate judgment to render effective client advice.

### 1 Beginning (University)

Candidates are **introduced to the idea that**, and can **articulate how**, legal knowledge and advice are affected by other disciplines including **business, technology, finance**, etc.

### 2 Developing (Law School)

In addition to Skill 1, candidates can **identify and incorporate relevant business, technology, finance, and other information** when crafting legal analyses. Candidates can gather information from multiple sources and understand that legal support is not provided in a contextual vacuum.

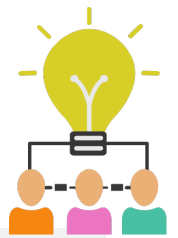
### 3 Developed

In addition to Skills 1 and 2, candidates actively **seek a wide range of additional, non-legal information** when assessing issues and risk in rendering legal advice.

### 4 Outstanding

In addition to Skills 1, 2, and 3, candidates serve as **positive role models by teaching juniors** to consider additional information and perspectives and supporting them in considering relevant content areas and data.

# Create Value: Simplifying Complexity



## Skills for Simplifying Complexity

Mastery of skills for simplifying complexity is demonstrated by distilling the most critical elements of a complex situation into an easy-to-understand form, appropriately using tools and technology to do so.

1

Beginning  
(University)

Candidates **can explain why** presenting correct legal advice is not necessarily the same thing as **effectively explaining** that advice to an audience. Candidates should be introduced to tools and processes to break down complex tasks and effectively distill key, practical points of advice.

2

Developing  
(Law School)

In addition to Skill 1, candidates can, in response to client instructions, effectively **present plain-language legal advice and demonstrate an understanding of the context in which the advice will be used**. Candidates can employ project management and process mapping skills and tools.

3

Developed

In addition to Skills 1 and 2, candidates can **consistently simplify complex legal and business problems** and regularly, appropriately use project management and process mapping skills and tools to do so.

4

Outstanding

In addition to Skills 1, 2, and 3, candidates **regularly distill key insights from complex information**, serve as **positive role models** by motivating others to do the same, and **support others** in strengthening their simplifying skills.

# Be Adaptable: Courage



## Courage Skills

Mastery of courage skills is demonstrated by an ability to take appropriate action in the face of fear, uncertainty, or ambiguity.

1

Beginning  
(University)

Candidates are **introduced to**, and can **articulate the main ideas** of, psychological safety, how it relates to courage, and the links between legal culture and making courageous choices.

2

Developing  
(Law School)

In addition to Skill 1, candidates can **identify and implement behaviours** that promote psychological safety and courageous actions, including engaging in perspective-taking, anticipating reactions, and learning from mistakes.

3

Developed

In addition to Skills 1 and 2, candidates can **consistently demonstrate courageous behaviours**, particularly in “pushing back” appropriately, asking questions/admitting uncertainty, supporting clients even when information is incomplete, and **extending** their own comfort zones.

4

Outstanding

In addition to Skills 1, 2, and 3, candidates **accept, evaluate, and appropriately respond to critique and challenges by others** (regardless of that person’s seniority), and **take affirmative steps** to help others create a psychologically safe environment.

# Be Adaptable: Resilience



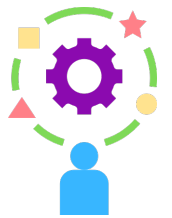
Resilience Skills		Mastery of resilience skills is demonstrated by an ability to identify and implement behaviours that assist in the effective recovery from disappointments, setback, or stress.
1	Beginning (University)	Candidates are <b>introduced to</b> , and can <b>articulate the main ideas</b> of, resilience and its role in personal and professional wellbeing.
2	Developing (Law School)	In addition to Skill 1, candidates can <b>explain the resilience-based four factors approach</b> to responding stressful or challenging situations and can <b>identify and implement</b> related behaviours.
3	Developed	In addition to Skills 1 and 2, candidates <b>actively seek outside resilience and wellbeing learning, share that with others,</b> and <b>demonstrate</b> resilient and healthy attitudes and behaviours.
4	Outstanding	In addition to Skills 1, 2, and 3, candidates serve as <b>positive role models</b> by championing a positive and healthy environment, <b>teaching and supporting others,</b> and <b>openly sharing and discussing</b> their own experiences with managing setbacks or challenges.

# Be Adaptable: Feedback



Feedback Skills		Mastery of feedback skills is demonstrated by affirmatively seeking information in order to identify one's own areas for improvement, implementing responsive behaviour change, and providing actionable feedback to others.
1	Beginning (University)	Candidates are <b>introduced to</b> , and can <b>articulate the main ideas</b> of, how to effectively give and receive feedback.
2	Developing (Law School)	In addition to Skill 1, candidates can <b>identify and implement appropriate behaviour changes</b> in response to feedback and can <b>articulate actionable feedback</b> ideas that might help others.
3	Developed	In addition to Skills 1 and 2, candidates actively <b>seek and implement regular feedback</b> to improve their own performance and <b>effectively deliver</b> actionable feedback to others.
4	Outstanding	In addition to Skills 1, 2, and 3, candidates serve as <b>positive role models</b> by championing and participating in a <b>feedback and coaching culture</b> and <b>are transparent</b> about feedback they have received and how they implemented it.

# Be Adaptable: Continuous Learning



## Continuous Learning Skills

Mastery of continuous learning skills is demonstrated by regularly learning and applying new skills, techniques, and information into one's daily practices and interactions.

### 1 Beginning (University)

Candidates are **introduced to**, and can **articulate the main ideas** of, growth vs. fixed mindsets and how these relate to the theory of continuous learning.

### 2 Developing (Law School)

In addition to Skill 1, candidates can **identify and implement behaviours** of a growth mindset and can **identify and explain key areas** of growth/change in the legal profession (e.g., innovation, technology, etc.)

### 3 Developed

In addition to Skills 1 and 2, candidates actively **seek outside learning opportunities**, including from non-legal disciplines, and can **distill, adapt, and apply** lessons from their ongoing learning.

### 4 Outstanding

In addition to Skills 1, 2, and 3, candidates serve as **positive role models** by championing continuous learning, including by **openly sharing and discussing** their own learning and how they have applied it – and by teaching others to do the same.