





Should I Be A Lawyer?

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TO

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FRAMING THE DECISION

3 YEARS or a CAREER?

How Do I Get Into Law School?

Which Law School Should I Attend?

What is Law School Like?

Most Important Question:

Should *I* Be A Lawyer?

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Should */* Be A Lawyer?

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Most Important Question:

Should *I* Be A Lawyer?





LAWYERS

*Solve Difficult and Intellectually Challenging Problems
... For Other People*



LAWYERS

WHAT DO THEY DO?

*Solve Difficult and Intellectually Challenging Problems
... For Other People*

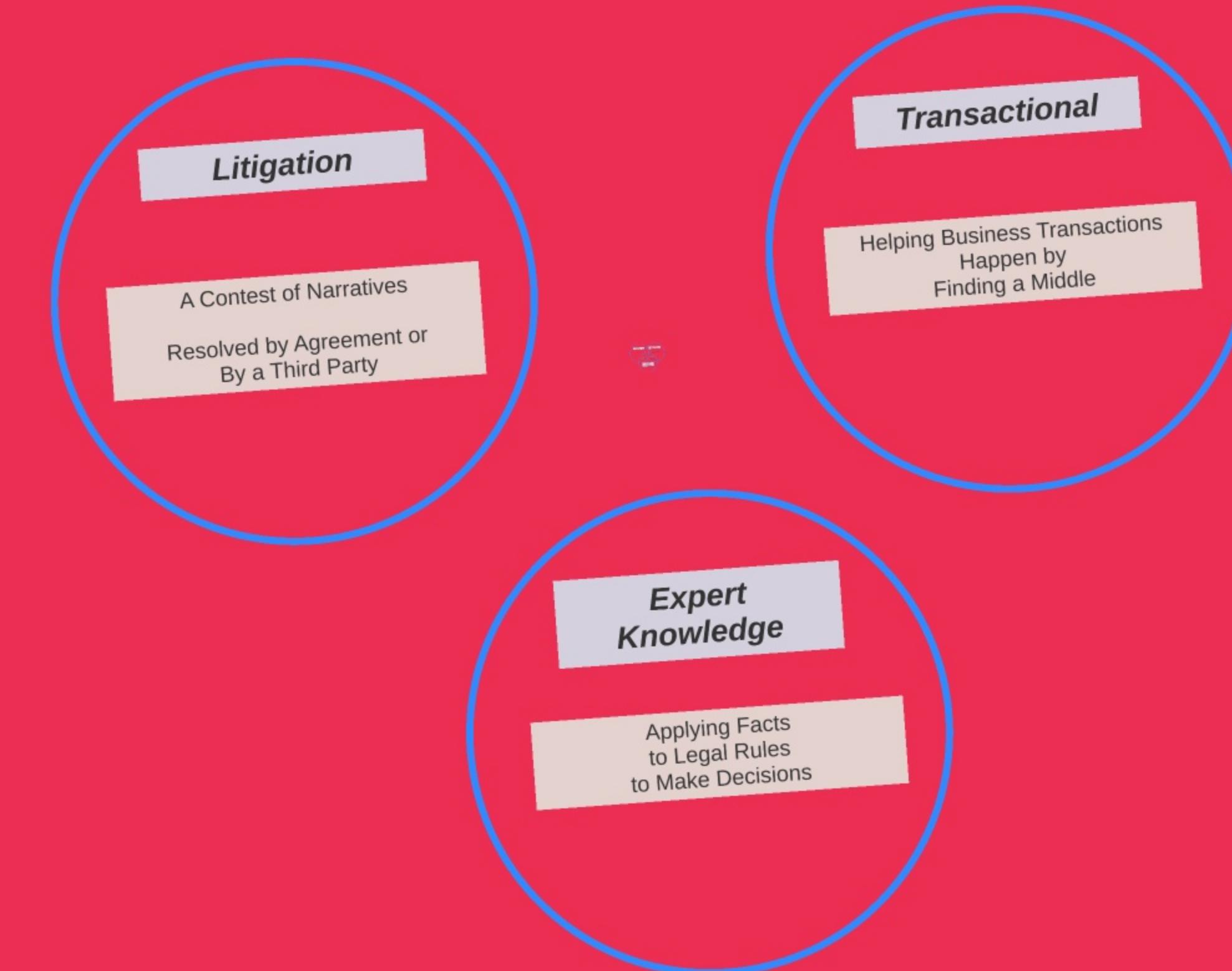


LAWYERS

WHAT DO THEY DO?

*Solve Difficult and Intellectually Challenging Problems
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Litigation

A Contest of Narratives

Resolved by Agreement or
By a Third Party



Transactional

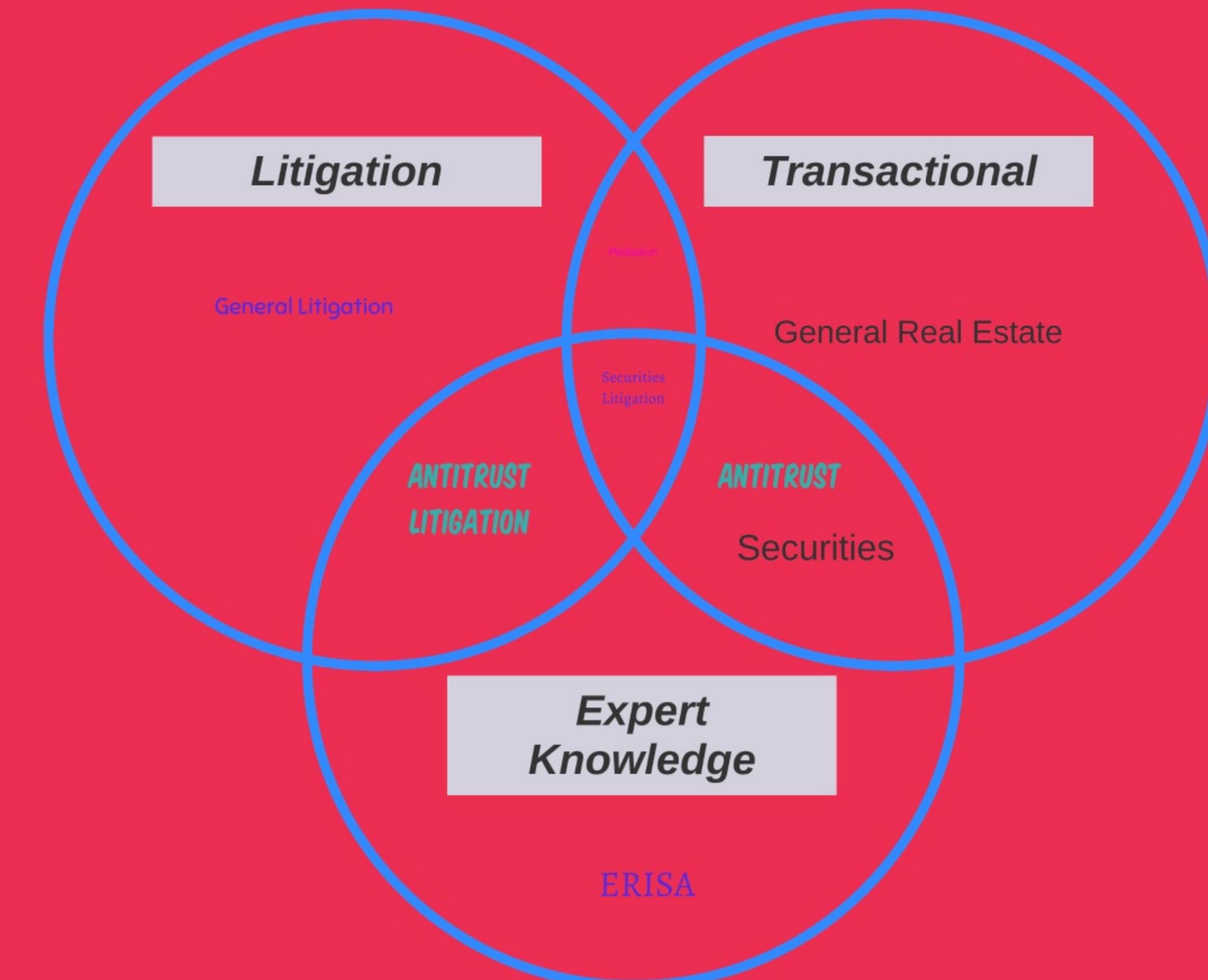
Helping Business Transactions
Happen by
Finding a Middle



Expert Knowledge

Applying Facts
to Legal Rules
to Make Decisions





LAWYERS

WHAT DO THEY DO?

*Solve Difficult and Intellectually Challenging Problems
... For Other People*



Things Lawyers Do:

Think
Solve Problems
Write
Negotiate
Counsel
Research
Respond to Others

Things Lawyers Don't Do:

Create
Build Businesses
Deliver Tangibles
Work In Teams
Lead People

Things Lawyers Do:

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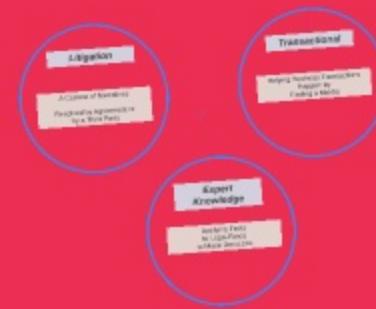
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ON

LAWYERS

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FRAMING THE DECISION

3 YEARS or a CAREER?

How Do I Get Into Law School?

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What is Law School Like?



LAWYERS

WHAT DO THEY DO?

Solve Difficult and Intellectually Challenging Problems
... For Other People



TO CONSIDER

Consider the Present and Next Years in Working, Work & Satisfaction Inventory and Goals Assessment Inventory

Myers-Briggs Personality Profile

Spouse, Hone or Law Firm or Other Legal Practice Setting

Consider a Law Year for Work

Mark Your Calendars!

Should I Be a Lawyer: The Experience

February 28, 2026

WHAT DO YOU LIKE TO DO?



Should I Be A Lawyer?

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SJ

SP

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NF

A LAWYER'S WORK LIFE



?

REASON

TO GO TO LAW SCHOOL





How Well Do:

- My Personal Values
- My Work Preferences and Talents
- My Personality Type

... Align with a Career as a Lawyer?



How Well Do:

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HOW WELL DO I FIT?

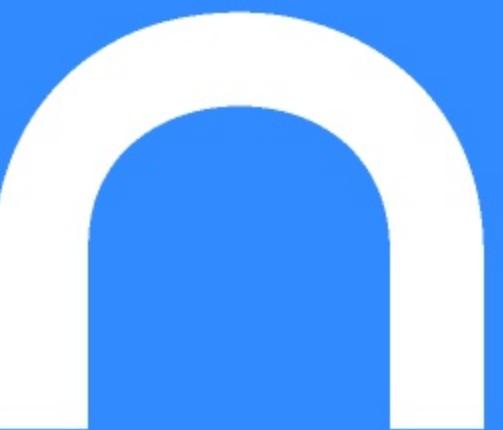


How Well Do:

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Workplace



FF

3 YE

How I

Which

What

Prioritizing Your Values

For each of the statements below, circle the number in the statement that best represents your feelings and how it applies to you.

RESPONSE VALUES

NOT AT ALL	1	2	3	4	5	6	7	ABSOLUTELY
------------	---	---	---	---	---	---	---	------------

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Your Work Values

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SCORING	QUESTIONS	TOTAL SCORE	RANKING ORDER	WORK VALUE
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SOURCE: Choices and Challenges: Foundations for Career Planning, Third Edition, Indiana University, 1996				

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RANKING ORDER

WORK VALUE

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Variety
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Independence
Service and Altruism
Leadership
Self-Expression
Interpersonal Relations
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	Questions 37-42	_____	_____	Independence
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	Questions 73-78	_____	_____	Interest

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Work Satisfaction Inventory

Satisfaction WORK VALUES INVENTORY

This checklist presents common "satisfaction factors" that people receive from their jobs. Begin by reading the entire list, then rate each by using the scale that follows. Circle your top 5 work values.

VERY IMPORTANT 1	IMPORTANT 2	NOT VERY IMPORTANT 3	NOT IMPORTANT 4
------------------	-------------	-------------------------	-----------------

Help Society: Contribute to the betterment of the world. *Use in:*
Help Others: Help others directly or individually or in a group.
Public Contact: Have lots of direct contact with people.
Work with Others: Have close working relationships with a group of others. Be recognized within an organization where status is important to me.
Friendships: Develop close personal relationships with coworkers.
Competition: Put my abilities against others where there are clear outcomes.
Make Decisions: Have the power to set policy and determine a course of action.
Work Under Pressure: Work where deadlines and high quality are demanded.
Power and Authority: Control other people's work activities.
Influence People: Be in a position to change people's attitudes and opinions.
Work Alone: Do things by myself, without much contact with others.
Knowledge: Stock knowledge, traits, and understanding.
Intellectual: Status: Be regarded by others as an expert in a person of intellect.
Intellectual Creativity: Do creative work in any of several art forms.
Creativity: Create new ideas, programs, or anything that no one previously have used.
Aesthetics: Have a job that involves sensitivity to beauty.
Organization: Guide other people in their work.
Change and Variety: Have changing job duties or settings.
Precision/Meticule: Do work that allows little tolerance for error.
Stability: Have job duties that are largely predictable and not likely to change.

Security: Be assured of keeping my job and a reasonable financial reward.
Fast Pace: Work quickly and keep up with a fast pace.
Recognition: Be recognized for the quality of my work visibly or publicly.
Environment: Work that offers pleasant stimulation.
Adventure: Do work that requires me to take risks.
Profit, Gain: A chance to accumulate money and goods.
Independence: Work on my own, determine my own work with little supervision.
Morality: Work that contributes to a set of important moral standards.
Locate on: Find a place to live that matches my lifestyle and personality.
Community: Live in a town where I can get involved with community affairs.
Physical Challenge: Have a physically demanding job that is rewarding.

Satisfaction WORK ~~VALUES~~ INVENTORY

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- Work with Others: Have close working relationship with a group.
- Affiliation: Be recognized with an organization where status is important to me.
- Friendship: Develop close personal relationships with coworkers.
- Competition: Pit my abilities against others where there are clear outcomes.
- Make Decisions: Have the power to set policy and determine a course of action.
- Security: Be assured of keeping my job and a reasonable financial reward.
- Fast Pace: Work quickly and keep up with a fast pace.
- Recognition: Be recognized for the quality of my work visibly or publicly.
- Excitement: Work that offers change and stimulation.
- Adventure: Do work that requires me to take risks.
- Profit, Gain: A chance to accumulate money and goods.
- Independence: Work on my own, determine my own work with little supervision.
- Moral Fulfillment: Work that contributes to a set of important

This checklist presents common "satisfaction factors" that people receive from their job. Rate each item using the scale that follows. Circle your top 5 work values.

VERY IMPORTANT 1	IMPORTANT 2	NOT VERY IMPORTANT 3	NOT IMPORTANT 4
------------------	-------------	----------------------	-----------------

+/ Help Society: Contribute to the betterment of the world I live in. + Security

+ Help Others: Help others directly, either individually or in a group. + reward

+/ Public Contact: Have lots of daily contact with people. + Fast Pa

- Work with Others: Have close working relationship with a group. +- Recogn

- Affiliation: Be recognized with an organization where status is important to me. + publicly

- Excite

Satisfaction WORK ~~VALUES~~ INVENTORY

This checklist presents common "satisfaction factors" that people receive from their jobs. Begin by reading the entire list, then rate each item using the scale that follows. Circle your top 5 work values.

VERY IMPORTANT 1 IMPORTANT 2 NOT VERY
IMPORTANT 3 NOT IMPORTANT 4

+	Help Society: Contribute to the betterment of the world I live in.
+	Help Others: Help others directly, either individually or in a group.
/-	Public Contact: Have lots of daily contact with people.
-	Work with Others: Have close working relationship with a group.
-	Affiliation: Be recognized with an organization where status is important to me.
-	Friendship: Develop close personal relationships with coworkers.
++	Competition: Pit my abilities against others where there are clear outcomes.
+	Make Decisions: Have the power to set policy and determine a course of action.
++	Work Under Pressure: Work where deadlines and high quality are demanded.
-	Power and Authority: Control other people's work activities.
/-	Influence People: Be in a position to change people's attitudes and opinions.
/+	Work Alone: Do things by myself, without much contact with others.
-	Knowledge: Seek knowledge, truth, and understanding.
+	Intellectual Status: Be regarded by others as an expert or a person of intellect.
--	Artistic Creativity: Do creative work in any of several art forms.
--	Creativity: Create new ideas, programs, or anything else not previously developed.
--	Aesthetics: Have a job that involves sensitivity to beauty.
-	Supervision: Guide other people in their work.
+	Change and Variety: Have changing job duties or settings.
+	Precision Work: Do work that allows little tolerance for error.
-	Stability: Have job duties that are largely predictable and not likely to change.
+	Security: Be assured of keeping my job and a reasonable financial reward.
+	Fast Pace: Work quickly and keep up with a fast pace.
/-	Recognition: Be recognized for the quality of my work visibly or publicly.
+	Excitement: Work that offers change and stimulation.
-	Adventure: Do work that requires me to take risks.
++	Profit, Gain: A chance to accumulate money and goods.
+	Independence: Work on my own, determine my own work with little supervision.
+	Moral Fulfillment: Work that contributes to a set of important moral standards.
+	Location: Find a place to live that matches my lifestyle and personality.
+	Community: Live in a town where I can get involved with community affairs.
--	Physical Challenge: Have a physically demanding job that is rewarding.

Work Satisfaction Inventory

Satisfaction

WORK VALUES INVENTORY

This checklist presents common "satisfaction factors" that people receive from their jobs. Begin by reading the entire list, then rate each item using the scale that follows. Circle your top 5 work values.

NOT VERY IMPORTANT	IMPORTANT	NOT VERY IMPORTANT	IMPORTANT
1	2	3	4

Help Society: Contribute to the betterment of the world I live in.

Help Others: Help others directly, either individually or in a group.

Public Contact: Have lots of direct contact with people.

Work with Others: Have close working relationships with a group of others. Be recognized within an organization where status is important to me.

Friendship: Develop close personal relationships with coworkers.

Competition: Put my abilities against others where there are clear outcomes.

Make Decisions: Have the power to set policy and determine a course of action.

Work Under Pressure: Work where deadlines and high quality are demanded.

Power and Authority: Control other people's work activities.

Influence People: Be in a position to shape people's attitudes and opinions.

Work Alone: Do things by myself, without much contact with others.

Knowledge: Stock knowledge, traits, and understanding.

Intellectual: Status: Be regarded by others as an expert in a person of intellect.

Artistic Creativity: Do creative work in any of several art forms.

Discovery: Create new ideas, programs, or anything else not previously developed.

Aesthetics: Have a job that involves sensitivity to beauty.

Supervision: Guide other people in their work.

Change and Variety: Have changing job duties or settings.

Precision Work: Do work that allows little tolerance for error.

Stability: Have job duties that are largely predictable and not likely to change.

Security: Be assured of keeping my job and a reasonable financial reward.

Fast Pace: Work quickly and keep up with a fast pace.

Recognition: Be recognized for the quality of my work visibly or publicly.

Entertainment: Work that offers challenge and stimulation.

Adventure: Do work that requires me to take risks.

Profit, Gain: A chance to accumulate nicely and goods.

Independence: Work on my own, determine my own work with little supervision.

More/Full Income: Work that contributes to a set of important financial standards.

Locomotion: Find a place to live that matches my lifestyle and personality.

Community: Live in a town where I can get involved with community affairs.

Physical Challenge: Have a physically demanding job that is rewarding.

Satisfaction

WORK VALUES INVENTORY

This module of your satisfaction inventory focuses on factors that people choose from the job satisfaction scale by ranking the items in the order each item is using the scale that follows. Circle just the 5 most values.

ITEM NUMBER 1	ITEM NUMBER 2	ITEM NUMBER 3	ITEM NUMBER 4	ITEM NUMBER 5
+ Help Society/Contribute to the betterment of the world - value.	+ Security: The assurance of being safe, especially in a vulnerable situation.			
+ Help Others: Help others directly without reference to a group	+ Free from Risk: Risky activities esp. with a fast pace.			
+ P/A: Complete: Success of the person and people	+ Strengthen: Strengthening can be through self or through help of anyone in a vulnerable situation.			
- Autonomy: Autonomy: Free from dependency of a group	- Influence: Back that influence and administration.			
- Work/Life: Balance products and organization while status is important to me.	- Adventure: An task that requires me to take risks.			
- Friendship: Free from close personal relationships achievements	- Profit: Gain: Economic consideration money and profits.			
+ Competence: P/A abilities connect others who share the same characteristics.	+ Responsibility: Ask in my own, connect my own work and my responsibilities.			
+ Mutual/Cooperation: Have the power to set policy conditions in a certain area of interest.	+ Mean/fulfill: Work that can contribute to business, use of expertise, set goals standards.			
+ Autonomy: Work: Work where I don't care and high quality are demanded.	+ Leadership: P/A aspects in a leadership capacity. Responsibility.			
- Power and Authority: Control other people's work activities.	+ Consistency: Live in a way where I can get involved with connecting others.			
- American: Be the first to prove something's existence and originality.	- Personal Challenge: Personal challenge demanding all that is demanding.			
+ Autonomy: Work: Work where I don't care and high quality are demanded.				
+ Intellectual: Work that can contribute to business, use of expertise, set goals standards.				
- Autonomy: Work: Work where I don't care and high quality are demanded.				
- American: Be the first to prove something's existence and originality.				
- Consistency: Live in a way where I can get involved with connecting others.				
- Personal Challenge: Personal challenge demanding all that is demanding.				



WHAT DO YOU LIKE TO DO?

SKILLS ASSESSMENT: INVENTORY

Assess your skill level for each item in the categories below. Put a check by skills you have and circle the skills that are your strongest.

CRITICAL THINKING/PROBLEM SOLVING	DIGITAL TECHNOLOGY/SCIENTIFIC	LEADERSHIP/INNOVATIVE			
<ul style="list-style-type: none"> <input type="checkbox"/> Handle ambiguity <input type="checkbox"/> Adapt to new ideas <input type="checkbox"/> Analyze ideas <input type="checkbox"/> Create <input type="checkbox"/> Demonstrate foresight <input type="checkbox"/> Develop new approaches <input type="checkbox"/> Experiment <input type="checkbox"/> Extrapolate to other situations <input type="checkbox"/> Identify trends <input type="checkbox"/> Imagine possibilities <input type="checkbox"/> Interpret information <input type="checkbox"/> Investigate 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct research <input type="checkbox"/> Learn by doing <input type="checkbox"/> Learn by listening <input type="checkbox"/> Learn by processing in the moment <input type="checkbox"/> Learn by reading <input type="checkbox"/> Reason logically <input type="checkbox"/> Observe <input type="checkbox"/> Retain facts and details <input type="checkbox"/> Summarize and synthesize information 	<ul style="list-style-type: none"> <input type="checkbox"/> Accounting <input type="checkbox"/> Adapt to new and emerging technologies <input type="checkbox"/> Maintain a budget <input type="checkbox"/> Code <input type="checkbox"/> Visualize and communicate data <input type="checkbox"/> Estimate <input type="checkbox"/> Engage in financial planning <input type="checkbox"/> Forecast <input type="checkbox"/> Identify trends <input type="checkbox"/> Leverage technology ethically <input type="checkbox"/> Use statistics 	<ul style="list-style-type: none"> <input type="checkbox"/> Compute mathematics <input type="checkbox"/> Utilize scientific methodology <input type="checkbox"/> Perform specific lab skills/techniques <input type="checkbox"/> Utilize specific software programs <input type="checkbox"/> Analyze systems <input type="checkbox"/> Use databases and/or spreadsheets <input type="checkbox"/> Use statistical methods <input type="checkbox"/> Use statistics 	<ul style="list-style-type: none"> <input type="checkbox"/> Accept responsibility <input type="checkbox"/> Adapt to new situations <input type="checkbox"/> Advise <input type="checkbox"/> Build teams <input type="checkbox"/> Create learning opportunities <input type="checkbox"/> Delegate <input type="checkbox"/> Demonstrate integrity and values <input type="checkbox"/> Identify direction <input type="checkbox"/> Identify problems and solutions <input type="checkbox"/> Manage meetings <input type="checkbox"/> Manage organization 	<ul style="list-style-type: none"> <input type="checkbox"/> Manage self <input type="checkbox"/> Monitor progress <input type="checkbox"/> Motivate <input type="checkbox"/> Set priorities <input type="checkbox"/> Set work/committee goals <input type="checkbox"/> Work well independently <input type="checkbox"/> Work without supervision
VERBAL/WRITTEN COMMUNICATION	ETHICAL CONDUCT/PROFESSIONALISM	ARTISTIC SKILLS			
<ul style="list-style-type: none"> <input type="checkbox"/> Proficient at business analysis <input type="checkbox"/> Communicate clearly verbally <input type="checkbox"/> Communicate clearly in writing <input type="checkbox"/> Speak to new people easily <input type="checkbox"/> Communicate creatively <input type="checkbox"/> Define <input type="checkbox"/> Proficient at editing/restatement <input type="checkbox"/> Write in an expository manner 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate meetings/groups <input type="checkbox"/> Persuade others <input type="checkbox"/> Sell/promote ideas <input type="checkbox"/> Summarize information <input type="checkbox"/> Perform technical writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Accept responsibility for behavior and actions <input type="checkbox"/> Anticipate problems <input type="checkbox"/> Assure quality <input type="checkbox"/> Demonstrate values <input type="checkbox"/> Evaluate <input type="checkbox"/> Execute projects <input type="checkbox"/> Follow through <input type="checkbox"/> Function well under stress <input type="checkbox"/> Honest <input type="checkbox"/> Possess integrity 	<ul style="list-style-type: none"> <input type="checkbox"/> Manage time well <input type="checkbox"/> Plan effectively <input type="checkbox"/> Punctual <input type="checkbox"/> Respond appropriately <input type="checkbox"/> Follow a schedule <input type="checkbox"/> Set goals and priorities 	<ul style="list-style-type: none"> <input type="checkbox"/> Create/shape <input type="checkbox"/> Design with materials <input type="checkbox"/> Design with music <input type="checkbox"/> Design visually <input type="checkbox"/> Imagine <input type="checkbox"/> Improvise <input type="checkbox"/> Interrelate materials/themes 	<ul style="list-style-type: none"> <input type="checkbox"/> Notice beauty/aesthetics <input type="checkbox"/> Perform <input type="checkbox"/> Proficient at visual imaging
DIVERSE/INTERCULTURAL FLUENCY	TEAMWORK	PHYSICAL AND HANDS-ON SKILLS			
<ul style="list-style-type: none"> <input type="checkbox"/> Understand cultural identity <input type="checkbox"/> Demonstrate openness, sensitivity, and inclusiveness with all people <input type="checkbox"/> Display empathy <input type="checkbox"/> Possess knowledge of other cultures <input type="checkbox"/> Learn from diverse cultures, races, ages, genders, sexual orientations, religions 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand individuals' differences <input type="checkbox"/> Value and respect diverse cultures, races, ages, genders, sexual orientations, religions <input type="checkbox"/> Examine one's beliefs 	<ul style="list-style-type: none"> <input type="checkbox"/> Build alliances/teams <input type="checkbox"/> Collaborate <input type="checkbox"/> Communicate well <input type="checkbox"/> Manage conflict <input type="checkbox"/> Encourage others <input type="checkbox"/> Facilitate group process <input type="checkbox"/> Form good rapport <input type="checkbox"/> Handle problems/complaints <input type="checkbox"/> Help others <input type="checkbox"/> Listen well 	<ul style="list-style-type: none"> <input type="checkbox"/> Mediate <input type="checkbox"/> Provide instruction/input <input type="checkbox"/> Provide services <input type="checkbox"/> Relate well to others <input type="checkbox"/> Respectable <input type="checkbox"/> Service-oriented <input type="checkbox"/> Sympathetic 	<ul style="list-style-type: none"> <input type="checkbox"/> Agile/quick <input type="checkbox"/> Athletics <input type="checkbox"/> Cook <input type="checkbox"/> Coordination <input type="checkbox"/> Construct <input type="checkbox"/> Draft <input type="checkbox"/> Garden <input type="checkbox"/> Handle objects <input type="checkbox"/> Install materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Operate tools/machines <input type="checkbox"/> Possess outdoor skills <input type="checkbox"/> Produce <input type="checkbox"/> Repair/restore <input type="checkbox"/> Possess stamina/endurance <input type="checkbox"/> Possess physical strength

CRITICAL THINKING/PROBLEM SOLVING

- __ Handle ambiguity
- __ Adapt to new ideas
- __ Analyze ideas
- __ Create
- __ Demonstrate foresight
- __ Develop new approaches
- __ Experiment
- __ Extrapolate to other situations
- __ Identify trends
- __ Imagine possibilities
- __ Interpret information
- __ Investigate

DIGITAL TECHNOLOGY/SCIENTIFIC

- __ Conduct research
- __ Learn by doing
- __ Learn by listening
- __ Learn by processing in the moment
- __ Learn by reading
- __ Reason logically
- __ Observe
- __ Retain facts and details
- __ Summarize and synthesize information
- __ Accounting
- __ Adapt to new and emerging technologies
- __ Maintain a budget
- __ Code
- __ Visualize and communicate data
- __ Estimate
- __ Engage in financial planning
- __ Forecast
- __ Identify trends
- __ Leverage technology ethically

- __ Compute mathematically
- __ Utilize scientific methodology
- __ Perform specific lab skills/techniques
- __ Utilize specific software programs
- __ Analyze systems
- __ Use databases and/or spreadsheets
- __ Use statistical methods
- __ Use statistics

- __ Accept
- __ Adapt to situations
- __ Advise
- __ Build teams
- __ Create opportunities
- __ Delegate
- __ Demonstrate and validate
- __ Identify
- __ Identify and solve
- __ Manage
- __ Manage

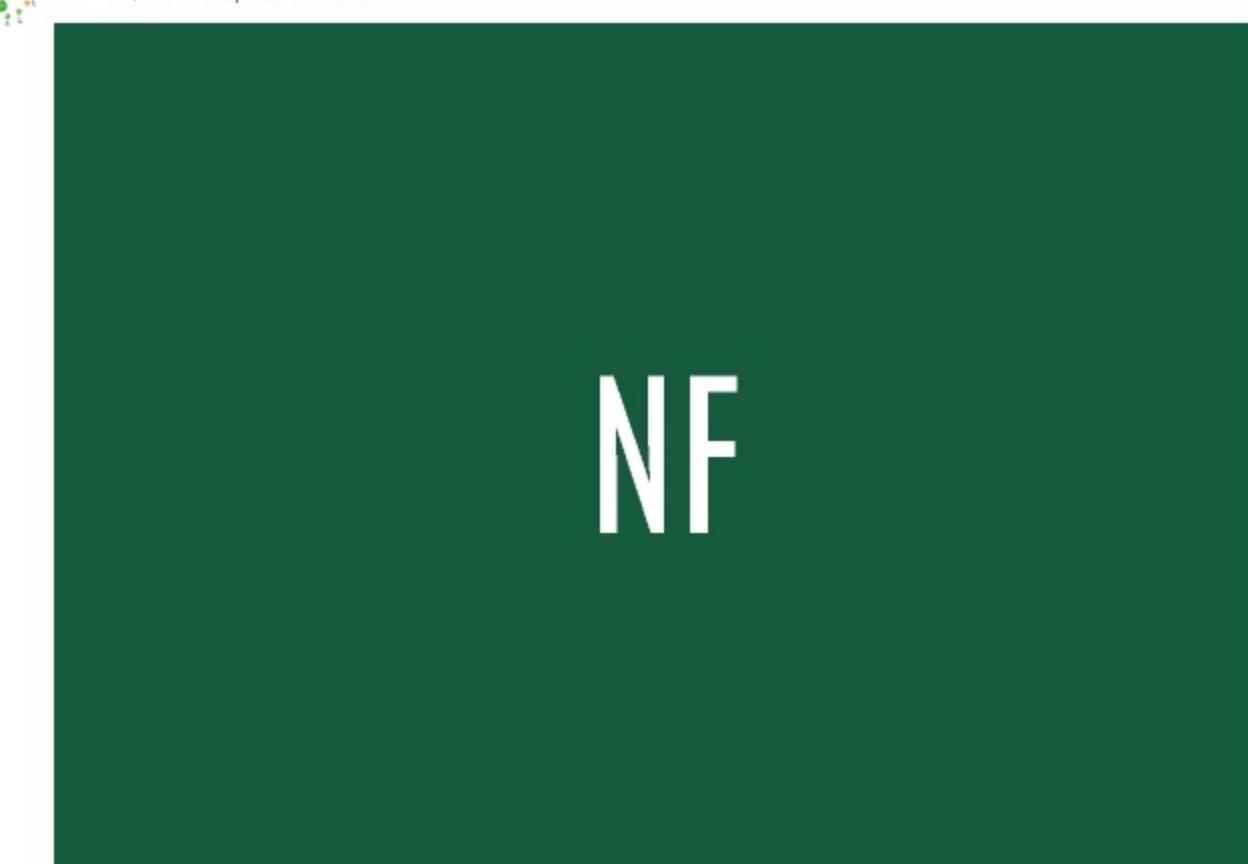
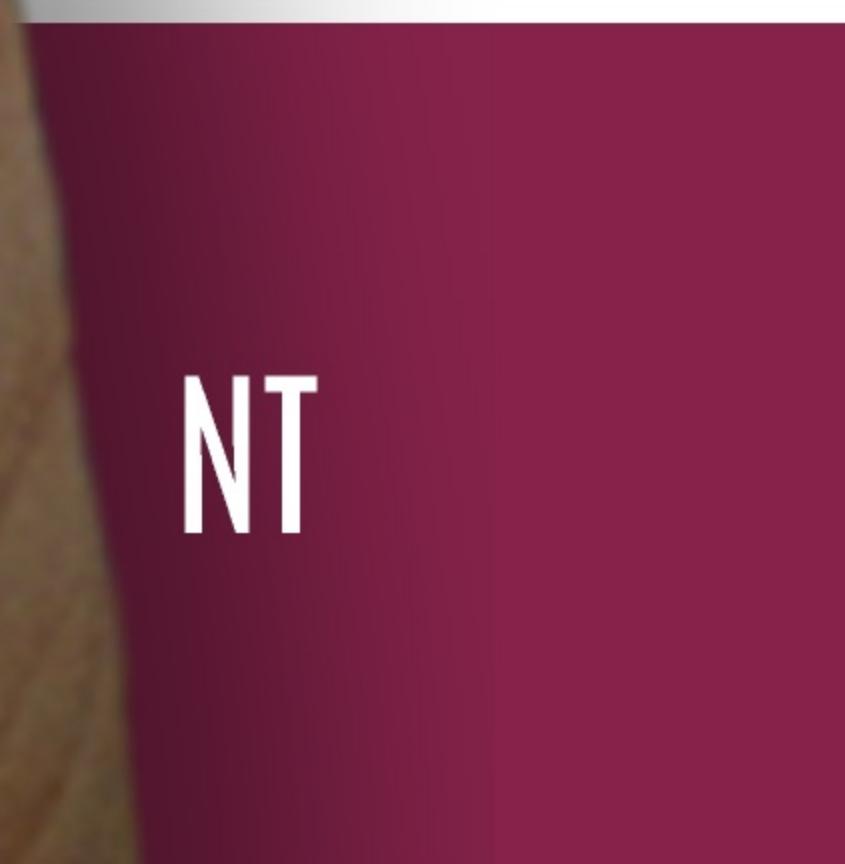
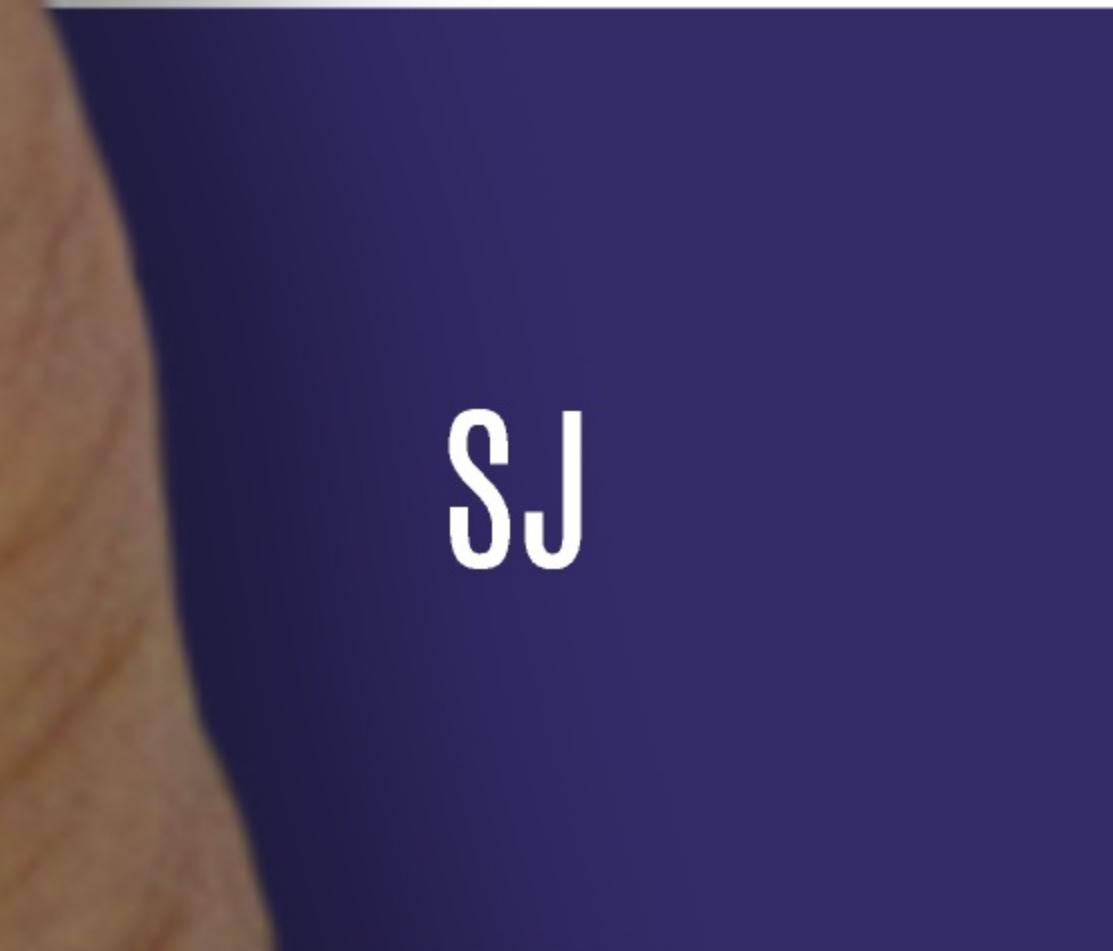
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WHAT DO YOU LIKE TO DO?







Should I Be A Lawyer?

www.johnemoore.com/be-a-lawyer

jmoore@deanmead.com





IMAGINE
MEANING
POSSIBILITIES

INTuition



IL
FACTS



Lawyers

NT: 41.2%

NF: 14.7%

SP: 8.1%

SJ: 35.0%

General Population

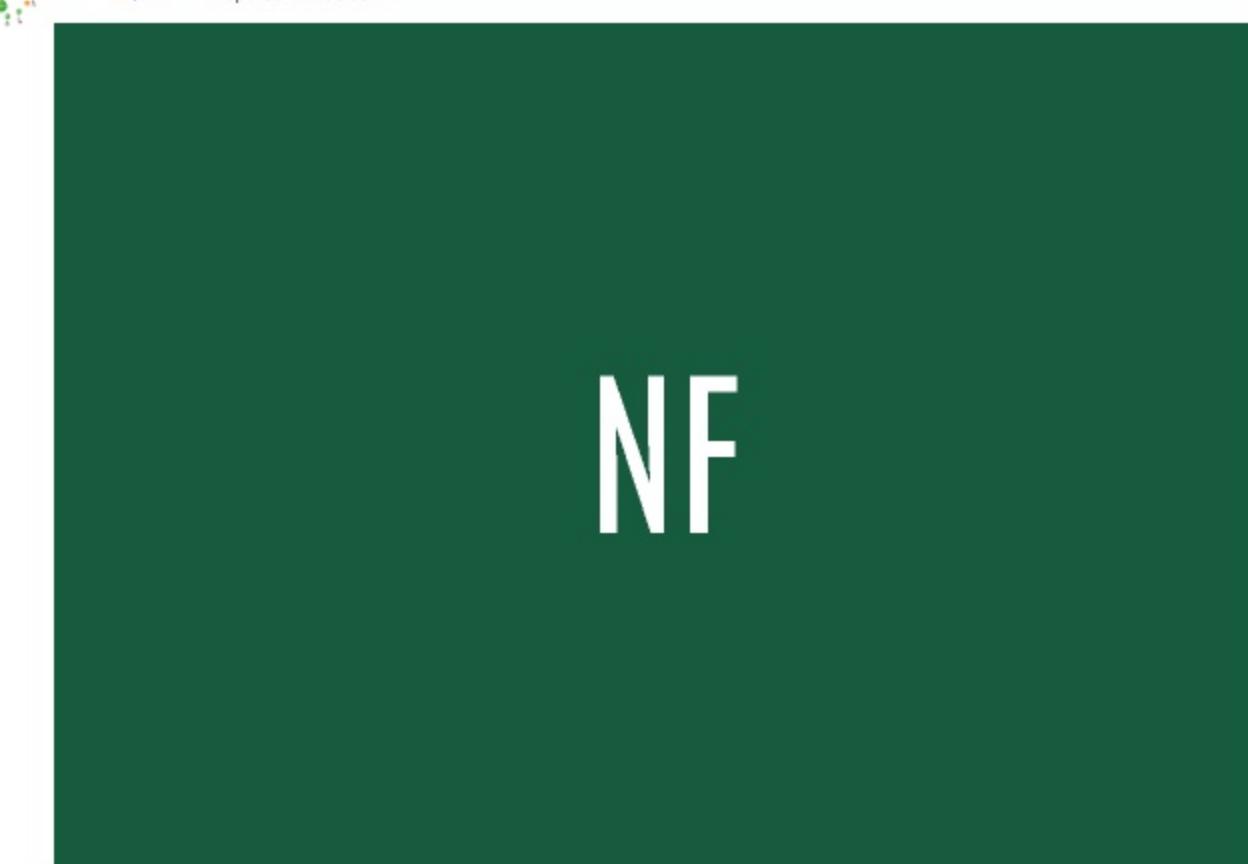
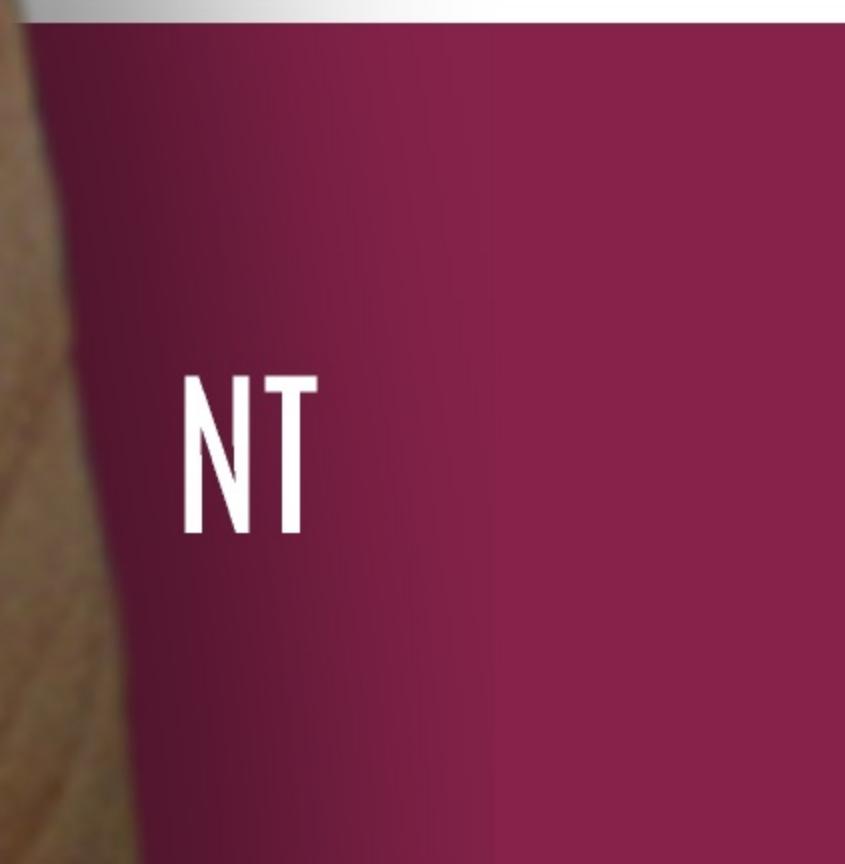
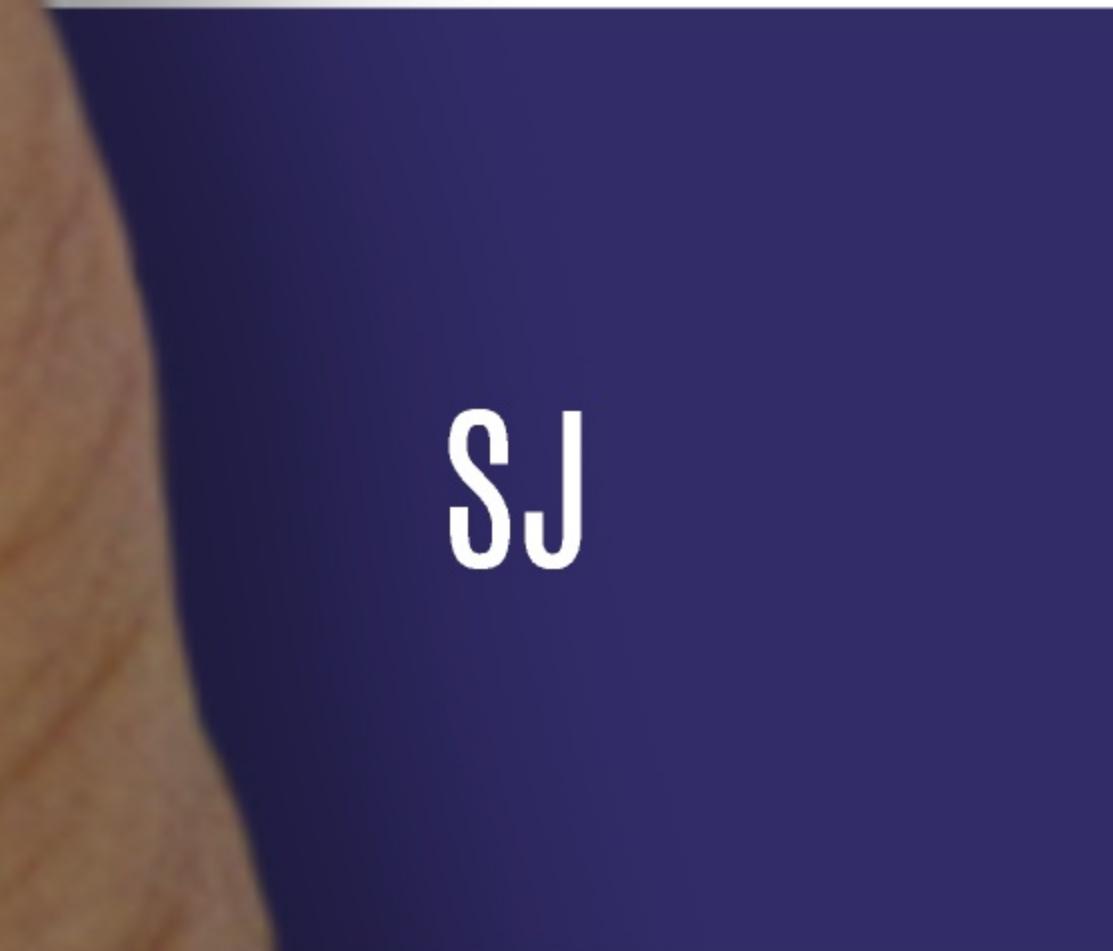
NT: 10.4%

NF: 16.5%

SP: 27.0%

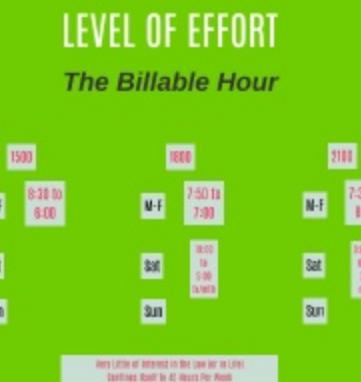
SJ: 46.4%

16personalities.com





A LAWYER'S WORK LIFE



Work Settings

PRIVATE
PRACTICE

75% of All Lawyers



CORPORATE
LEGAL
DEPARTMENT

GOVERNMENT

8% of All Lawyers

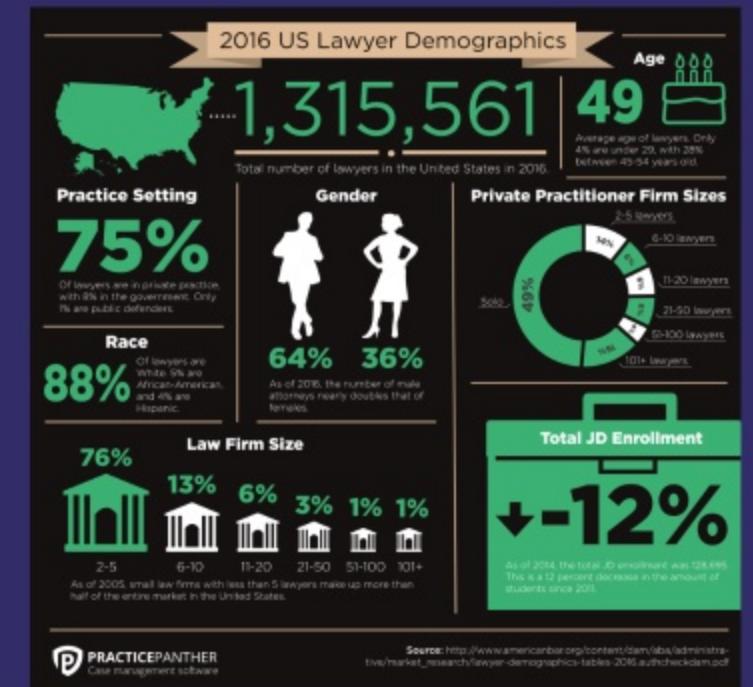
NGO's

PRIVATE PRACTICE

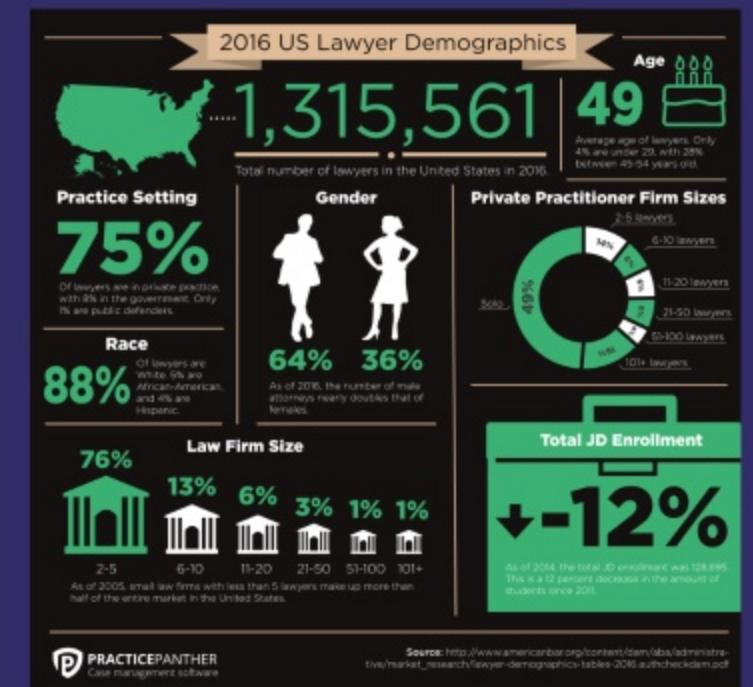
75% of All Lawyers



75% of All Lawyers



75% of All Lawyers



Race

88%

Of lawyers are White. 5% are African-American, and 4% are Hispanic.



As of 2016, the number of male attorneys nearly doubles that of females.

Law Firm Size



2-5

6-10

11-20

21-50

51-100

101+

As of 2005, small law firms with less than 5 lawyers make up more than half of the entire market in the United States.



As of 2014, the total JD enrollment decreased by 12 percent. This is a 12 percent decrease from the 2011 total enrollment of 1,012 students.



PRACTICEPANTHER
Case management software

Source: http://www.americanbar.org/content/dam/omni/omni/market_research/lawyer-demographics-tables-2016.pdf

2016 US Lawyer Demographics



1,315,561

Total number of lawyers in the United States in 2016.



49

Average age of lawyers. Only 4% are under 29, with 28% between 45-54 years old.

Practice Setting

75%

Of lawyers are in private practice, with 8% in the government. Only 1% are public defenders.

Race

88%

Of lawyers are White. 5% are African-American, and 4% are Hispanic.

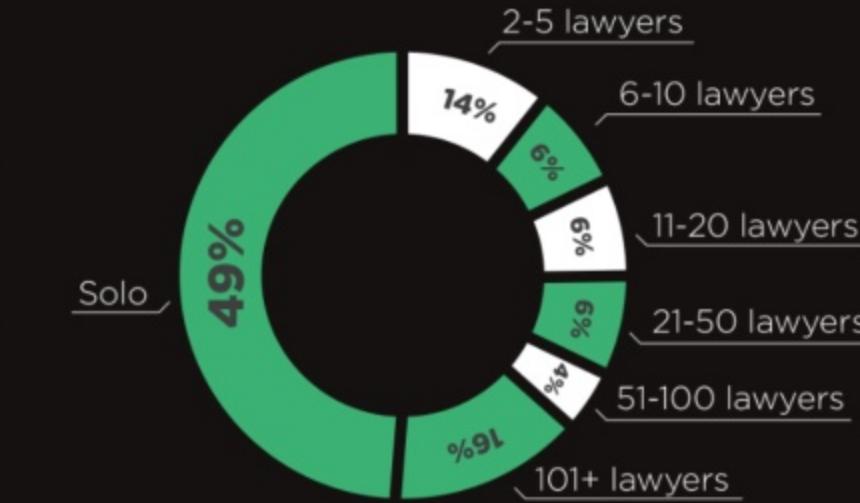
Gender



64% 36%

As of 2016, the number of male attorneys nearly doubles that of females.

Private Practitioner Firm Sizes



76%



2-5



6-10



11-20



21-50



51-100



101+

As of 2005, small law firms with less than 5 lawyers make up more than half of the entire market in the United States.

Law Firm Size

Total JD Enrollment

↓ -12%

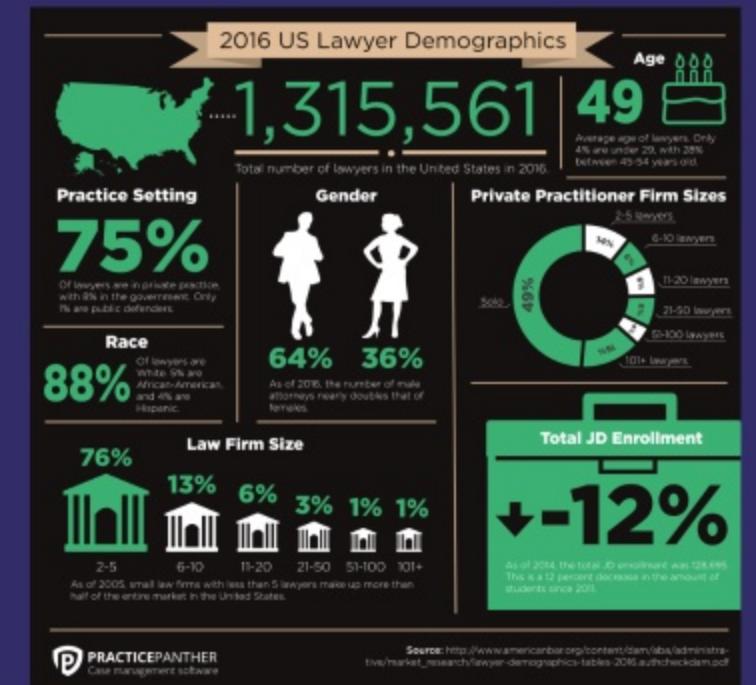
As of 2014, the total JD enrollment was 128,695. This is a 12 percent decrease in the amount of students since 2011.



PRACTICEPANTHER
Case management software

Source: http://www.americanbar.org/content/dam/aba/administrative/market_research/lawyer-demographics-tables-2016.authcheckdam.pdf

75% of All Lawyers



Work Settings

PRIVATE
PRACTICE

75% of All Lawyers



CORPORATE
LEGAL
DEPARTMENT

GOVERNMENT

8% of All Lawyers

NGO's

GOVERNMENT

8% of All Lawyers

CORPORATE LEGAL DEPARTMENT

Work Settings

PRIVATE
PRACTICE

75% of All Lawyers



CORPORATE
LEGAL
DEPARTMENT

GOVERNMENT

8% of All Lawyers

NGO's

NGO's

Work Settings

PRIVATE
PRACTICE

75% of All Lawyers



CORPORATE
LEGAL
DEPARTMENT

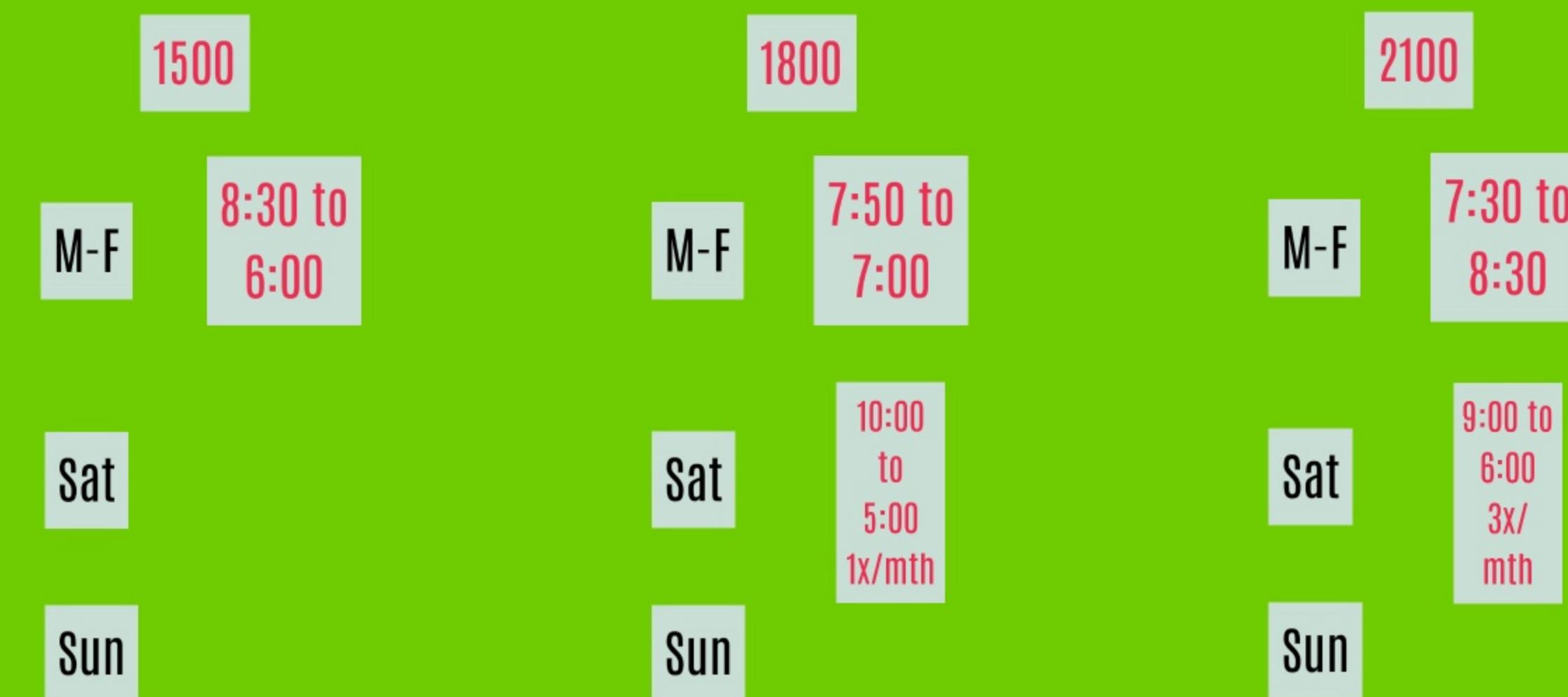
GOVERNMENT

8% of All Lawyers

NGO's

LEVEL OF EFFORT

The Billable Hour



Very Little of Interest in the Law (or in Life)
Confines Itself to 40 Hours Per Week

1500

M-F

8:30 to
6:00

1800

M-F

7:50 to
7:00

Sat

Sat

10:00
to
5:00
1x/mtl

Sun

Sun

1500

1800

2100

8:30 to
6:00

M-F

7:50 to
7:00

M-F

7:30
8:30

Sat

10:00
to
5:00
1x/mth

Sat

9:00
6:00
3x/
mth

Sun

Sun

1800

7:50 to
7:00

2100

M-F

7:30 to
8:30

10:00
to
5:00
1x/mth

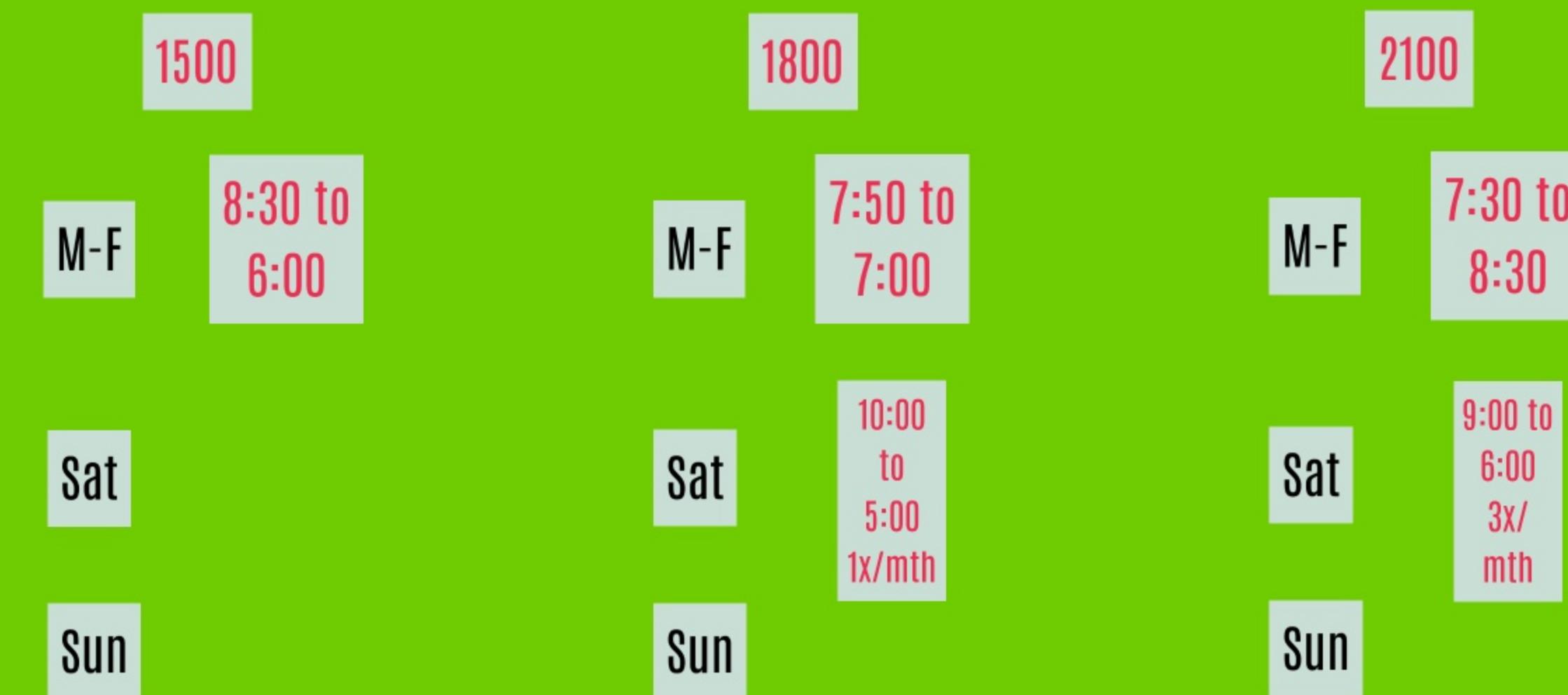
Sat

9:00 to
6:00
3x/
mth

Sun

LEVEL OF EFFORT

The Billable Hour



Very Little of Interest in the Law (or in Life)
Confines Itself to 40 Hours Per Week

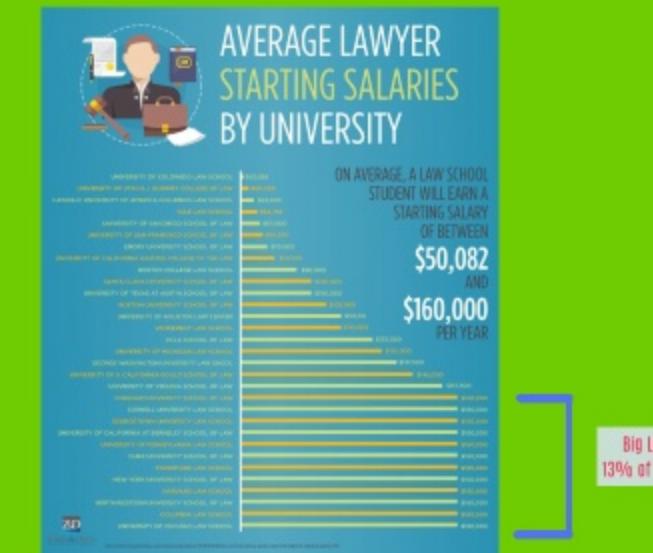
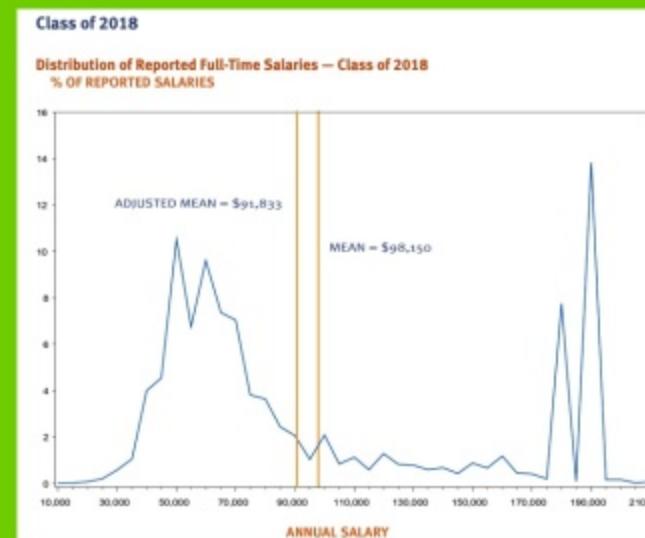
Sun

Very Little of Interest in the Law (or in Life)
Confines Itself to 40 Hours Per Week

Compensation

Bi-Modal Salary

Starting Salaries



- 0-5 years: \$70,000
- 5-10 years: \$98,000
- 10-20 years: \$119,000
- 20 or more years: \$139,000

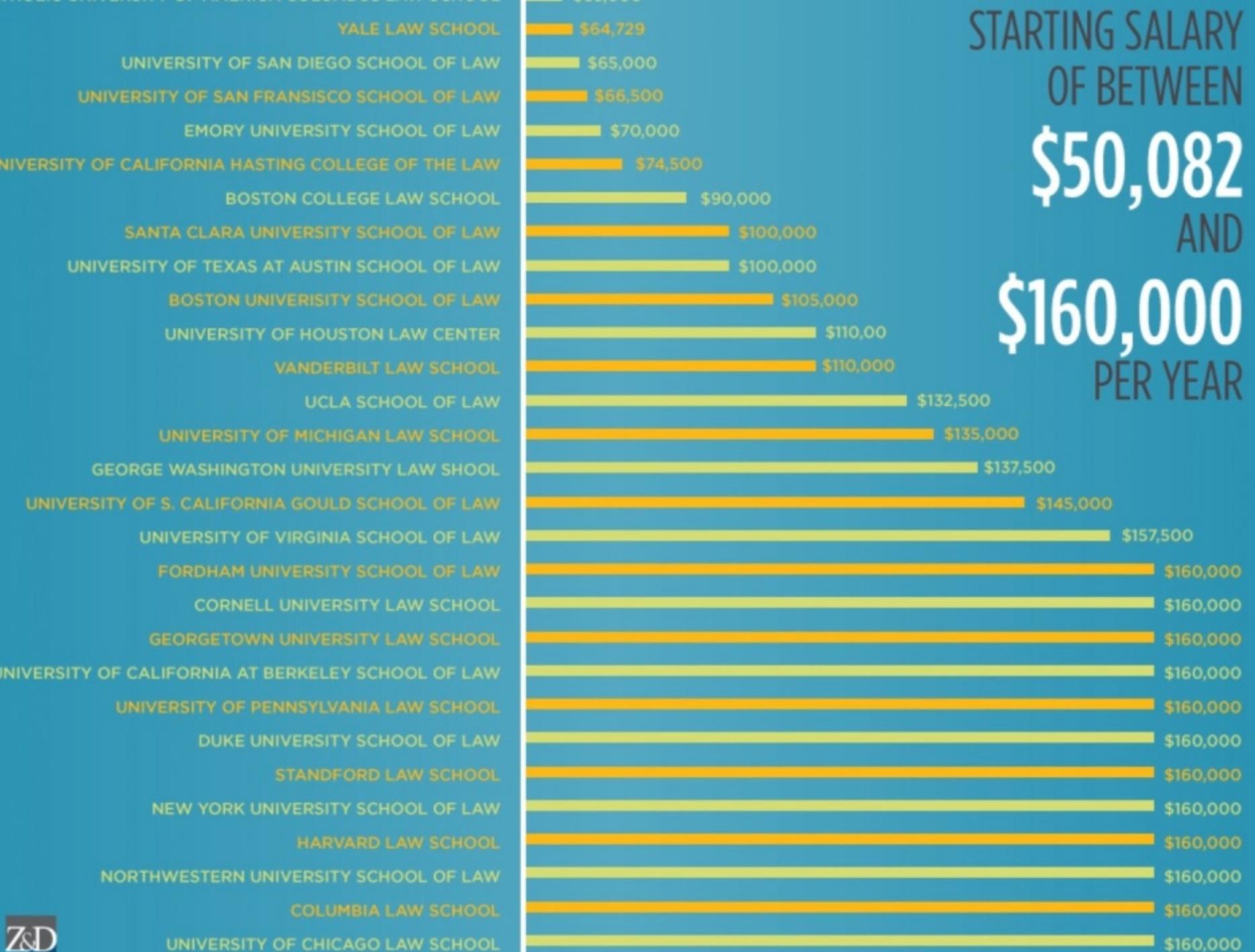
Bi-Modal Salary



Sta
Sal



STARTING SALARY
OF BETWEEN
\$50,082
AND
\$160,000
PER YEAR



Zinda & Davis
Attorneys at Law

Source: <http://www.forbes.com/sites/susanadams/2014/03/28/law-schools-whose-grads-make-the-highest-starting-salaries/3/>

Big Law
13% of Grads

1,500
PER YEAR

135,000

\$137,500

\$145,000

\$157,500

\$160,000

\$160,000

\$160,000

\$160,000

\$160,000

\$160,000

\$160,000

\$160,000

\$160,000

\$160,000

\$160,000

\$160,000

\$160,000

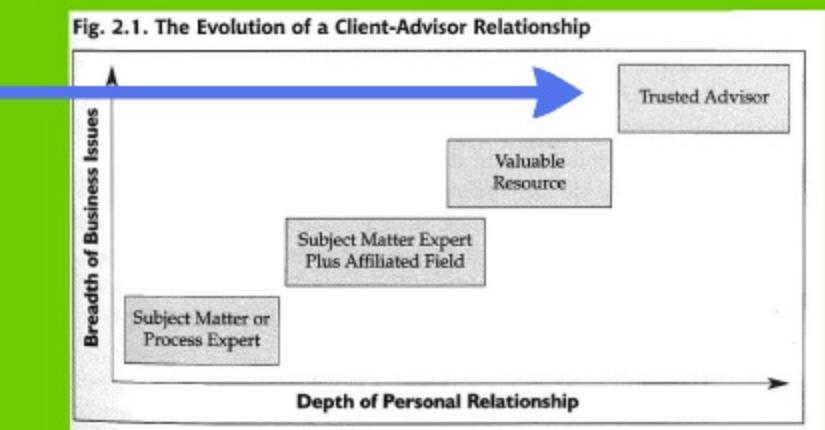
75% of Law Students incur debt

"On average, Median students incur about
\$137,500 in debt for their 4L year – \$120,000
for those who practiced in private law firms
and \$160,000 for those who practiced public law
firms."

Big Law
13% of Grads

Six Factors Impacting Work in the Future

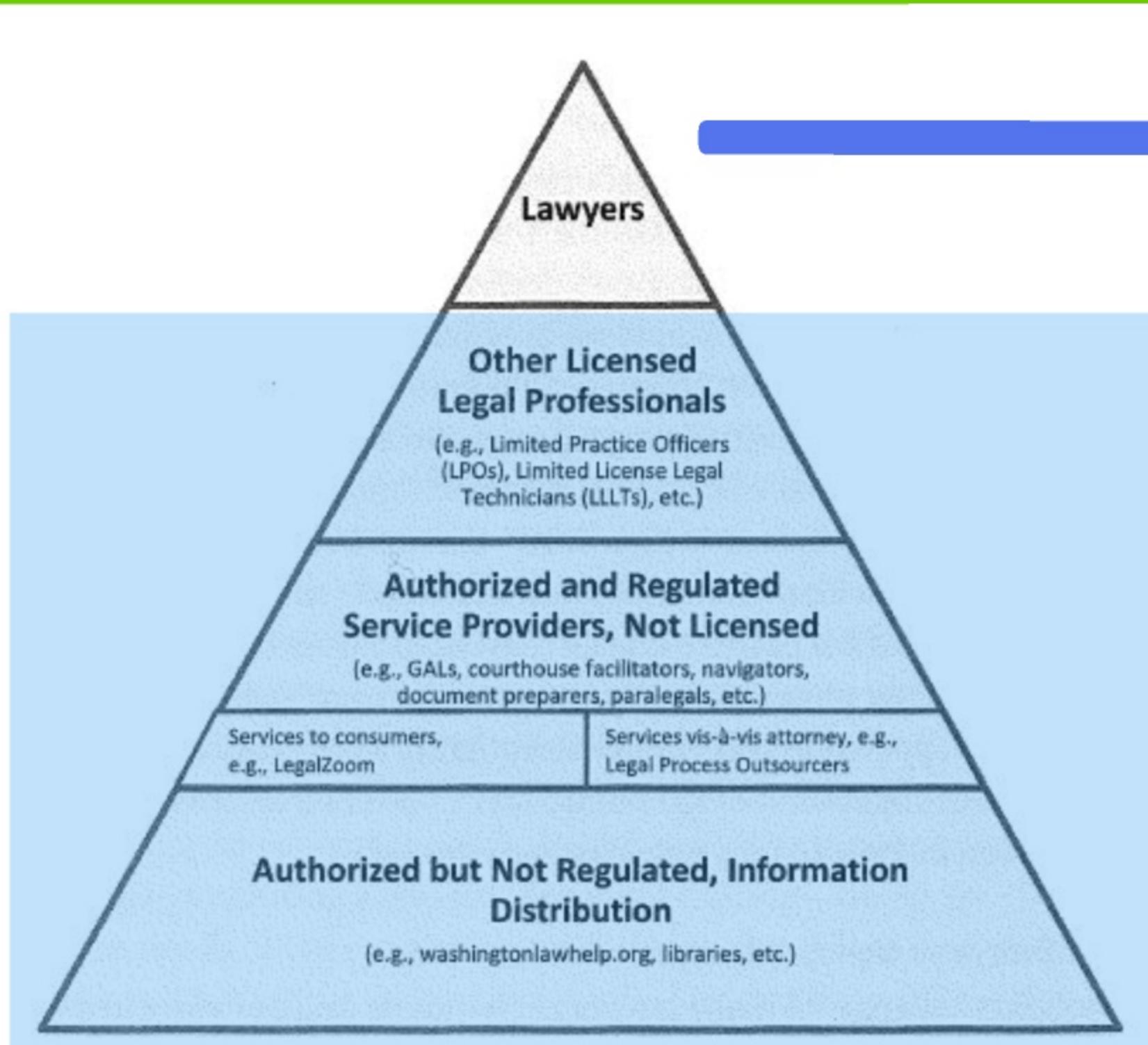
- Hands-On Work Replaced
- Access to Information and DIY
- Rise of Paraprofessionals
- **Artificial Intelligence**
- Reduced Barriers to Entry
- Delivery Technology



David Knott, *The Trusted Advisor*

Six Factors Impacting Work in the Future

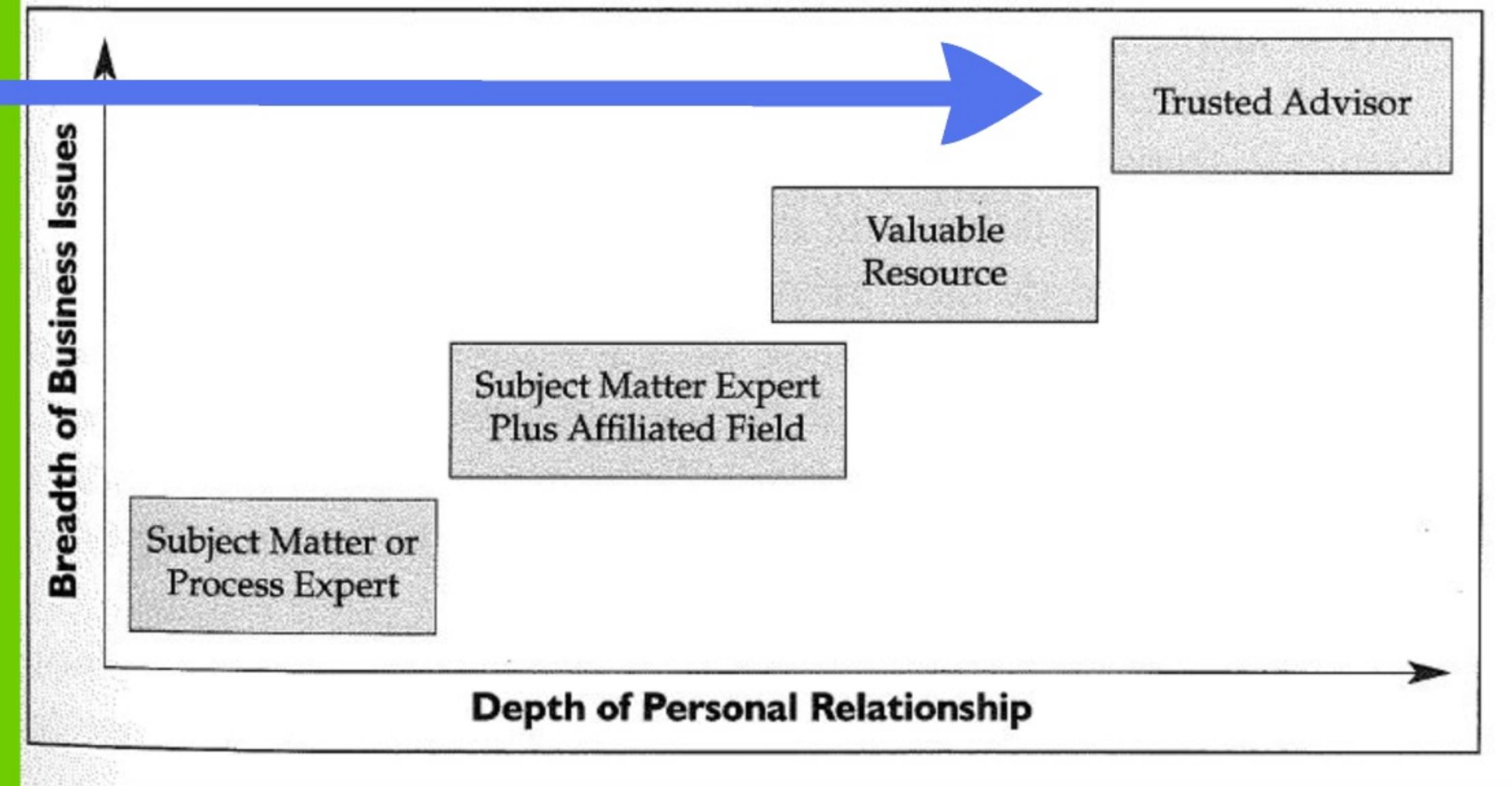
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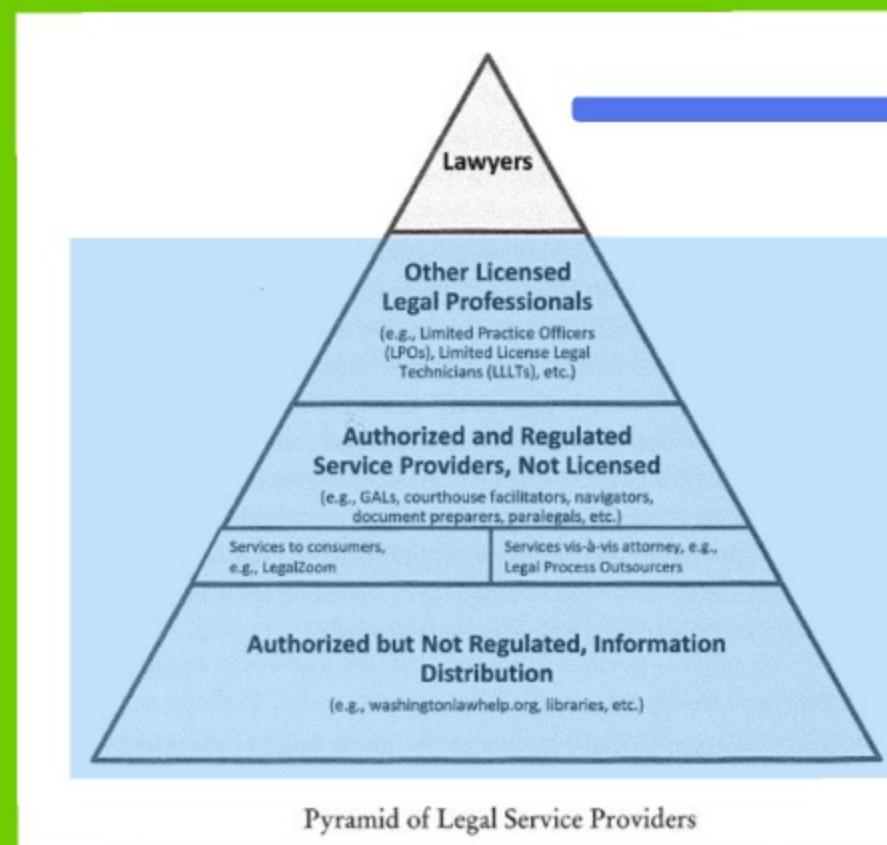
Pyramid of Legal Service Providers

The AI Impact Zone

Fig. 2.1. The Evolution of a Client-Advisor Relationship

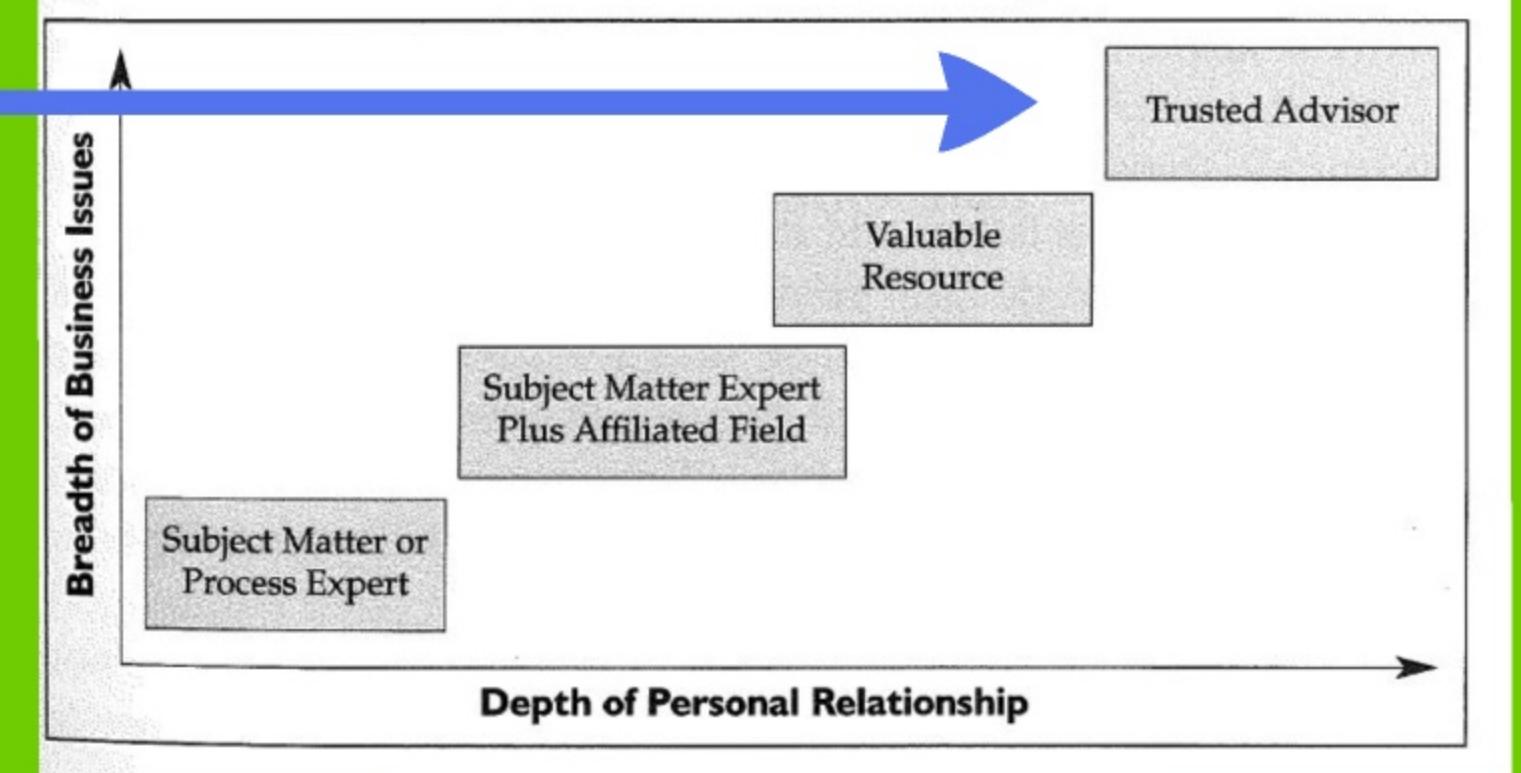


David Maister, *The Trusted Advisor*



American Bar Association, *The Relevant Lawyer*

Fig. 2.1. The Evolution of a Client-Advisor Relationship



David Maister, *The Trusted Advisor*

A LAWYER'S WORK LIFE



LEVEL OF EFFORT
The Billable Hour

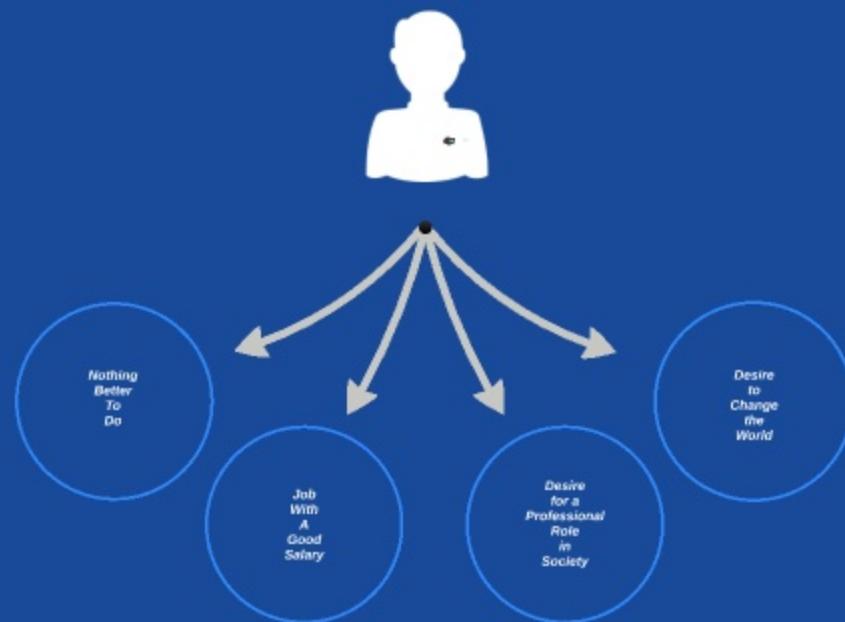


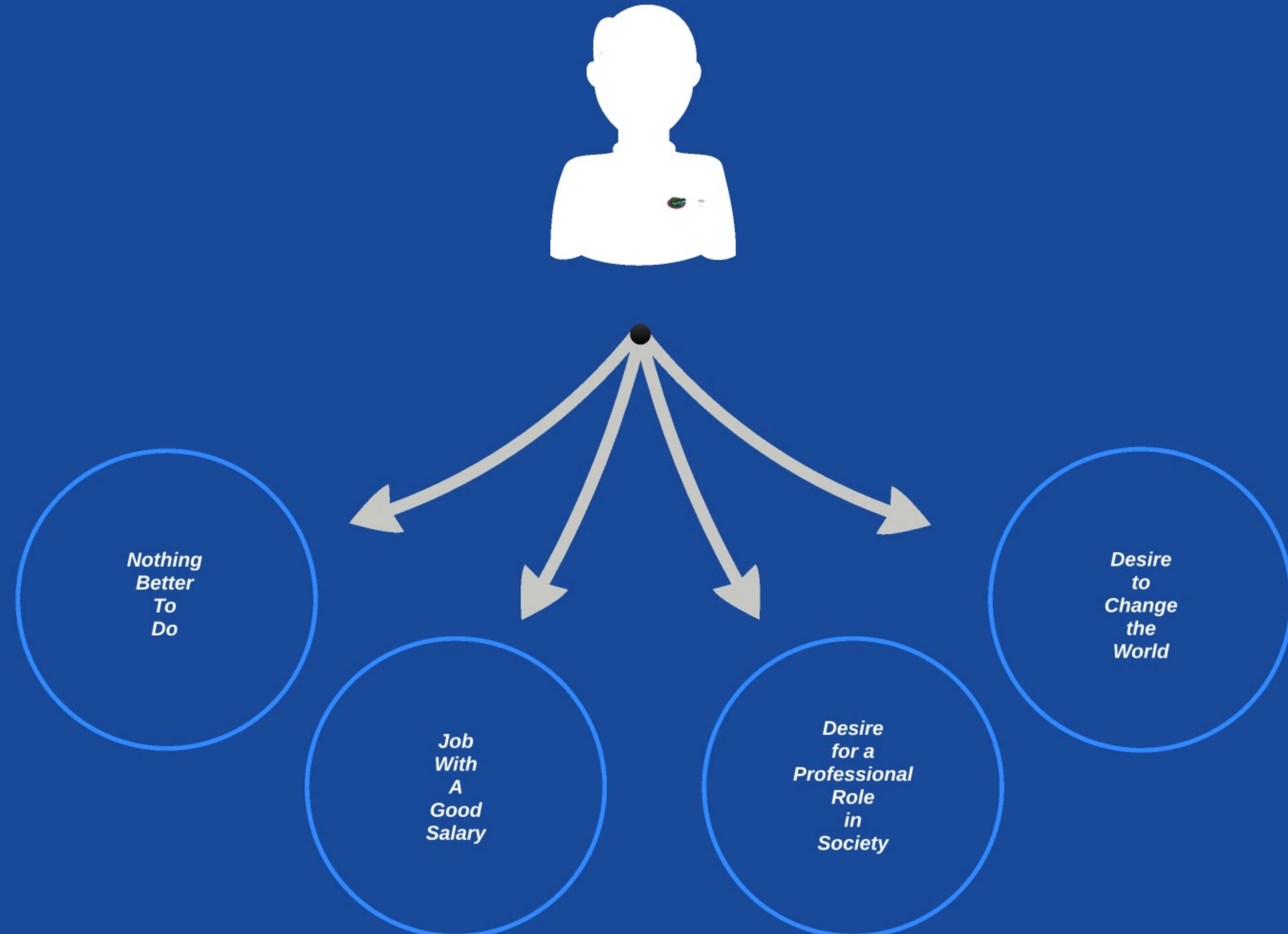
Compensation



2

REASONS TO GO TO LAW SCHOOL





*Nothing
Better
To
Do*





*Job
With
A
Good
Salary*

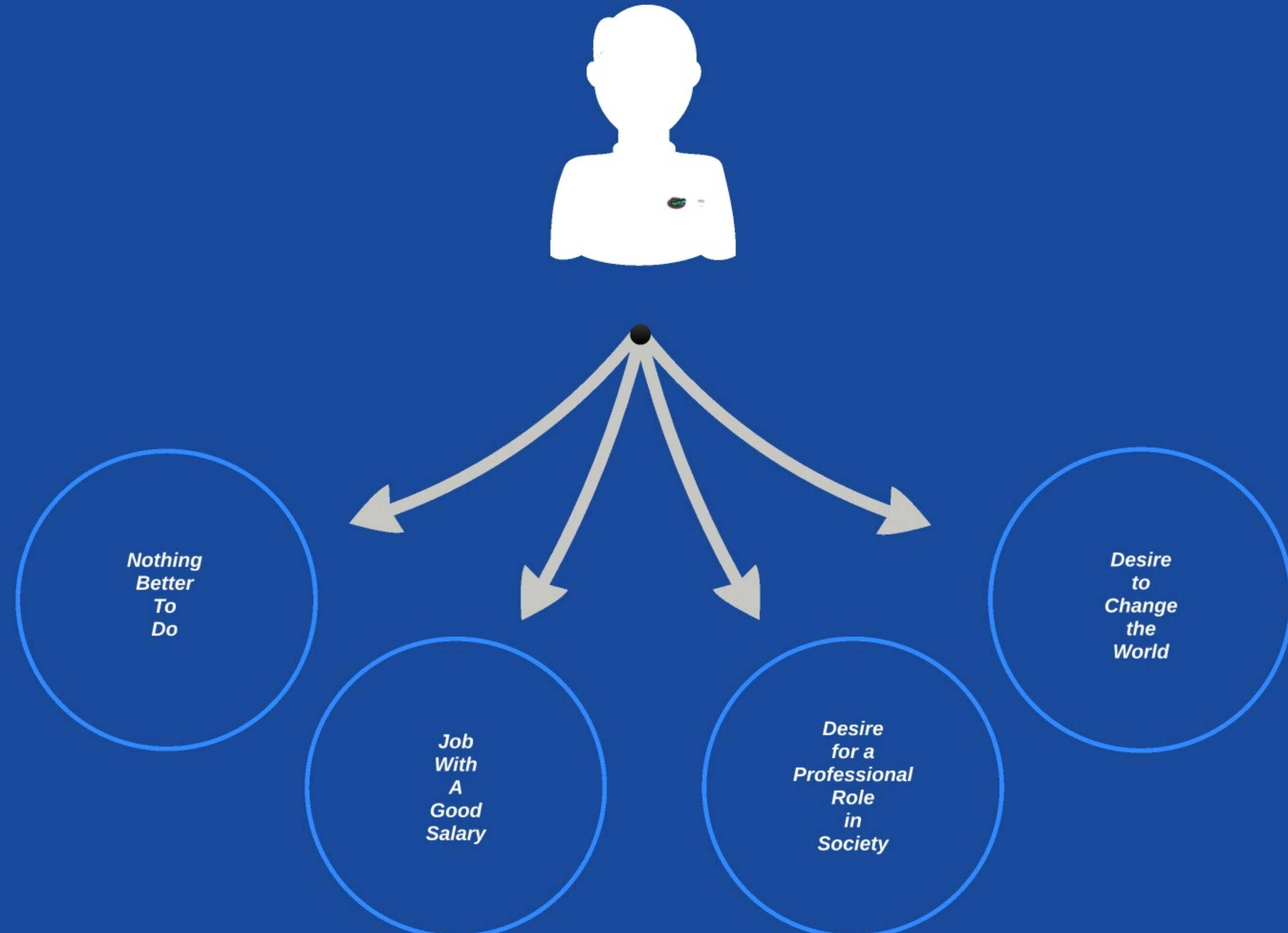


*Desire
for a
Professional
Role
in
Society*



*Desire
to
Change
the
World*

*ire
a*







Opp
to

© 2010 University of Florida

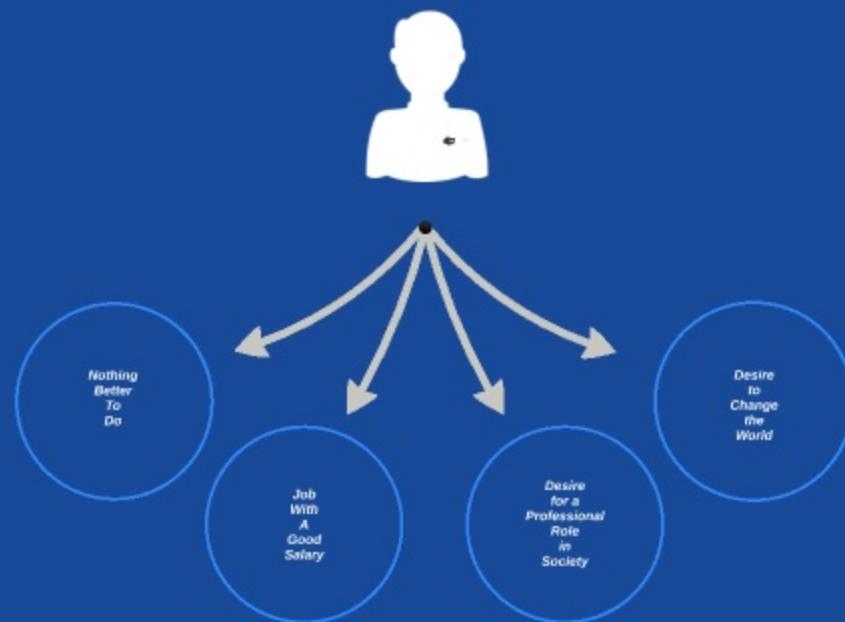
[The heritage of the attorney] is founded on our ancient duties: to protect the rule of law as an ideal, to serve the system of justice on which our democracy is based and to study and promote humanism-the mutual bonds of our humanity on which peace itself ultimately depends.

Daniel R. Coquillette. "Professionalism: The Deep Theory." North Carolina Law Review 72, (1994): 1271-1278.

**Opportunity
to Serve**

2

REASONS TO GO TO LAW SCHOOL





TO CONSIDER

Complete the Personal Work Values Inventory, Work Satisfaction Inventory and Skills Assessment Inventory

Myers-Briggs Personality Profile

Spend Time in Law Firm or Other Legal Practice Setting

Consider a Gap Year (or Two)

Mark Your Calendars!
Should I Be a Lawyer: The Experience
February 28, 2026

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Myers-Briggs Personality Profile

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Should I Be A Lawyer?

www.johnemoore.com/be-a-lawyer

jmoore@deanmead.com

TO

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