Legal Technology & Innovation Competency

Sarah Glassmeyer
sarah.glassmeyer@gmail.com
August 2023

Legal Tech & Innovation Competency

Welcome to the Legal Technology and Innovation Explorer!

If this is your first visit here, I suggest you start by reading the Introduction page. There you will learn about my inspiration and goals in creating this resource and what you can expect to find here. There is also a little about me, Sarah Glassmeyer. The second stop should be the Competency Model Parameters page. This explains the universe of skills and knowledge in which we are operating.

If you're ready to dive into the content, start at the Competencies page. That is where the levels and definitions of competency are explained. The Domains page provides a taxonomy and definition of types of legal work and knowledge needed by legal professionals in the 21st century as well as their related tools and concepts. Finally, the Application page puts it all together and provides example skills and abilities needed to demonstrate each level of competency for each domain of legal work.

If you use the contents or need to refer to them, I suppose the "Glassmeyer Competency Model for Legal Technology and Innovation" is a good enough name.

Contents

Introduction

Let's set some expectations and try to answer some of your questions about what's going on here.

Who Made This?

Hi, I'm Sarah. I was going to put the part about me at the end but maybe it's better to start with me so you can better understand my philosophy and goals in creating this resource.

I started off my career as an academic law librarian. I fell into legal technology because it was the easiest way of accomplishing my main goal of increasing access to (legal) information. I'm an educator at heart and I really hate the gatekeeping that goes along with technology, so I've made it a habit of whenever I learn something new about technology, I immediately write about it or otherwise share it with others.

I've now worked in the legal tech and innovation space for a few years. People seem confused and/or overwhelmed by the increasing proliferation of skills and knowledge that are covered under this umbrella term. If you look at what sorts of courses that are offered by law schools under the "technology and innovation" umbrella, there's a huge variation in content and offerings. There's also a tech competency requirement for lawyers in some states, but what that means, how to achieve that, how to measure it, etc. is really open to interpretation.

So this is my interpretation.

It's also an attempt to move the conversation forward beyond the "lawyers need to code/no they don't" surface fights. Competency is a continuum and legal technology & innovation have a variety of definitions. I wanted to put something down and give people something more concrete to react to.

This part is important: I do not think you need to know everything listed here to be considered a competent legal professional. What you need to know will really vary depending on what you do and where you do it. Both organizations and individuals

should assess their needs to decide on what their own personal tech stack should be. My main goal is to try to create a pathfinder for either those looking to assess or improve their own skill set OR for those working in higher education or professional development programs and need assistance with program planning.

What You Can Expect to Find Here

This site is a guide to competency in legal technology and innovation. It contemplates three levels of competency across six domains of legal work and knowledge that are needed for legal professionals in the 21st century. Definitions of these competencies and domains are provided. Example demonstrable skills and knowledge for each domain at each level of competency are suggested. There are also some resources provided so that you can create a customized learning path.

This framework is organized in a way that makes sense to me, a person that has worked in this area for over a decade. There are certain baseline skills and knowledge that everyone working in the legal or justice worlds should have a handle on, and then some with varying levels of comprehension needed depending on a person's job or interest. And honestly, there are some things you really don't need to know about beyond knowing that they exist and that there are experts available to consult if you need them.

This resource will eventually also contain a curated collection of educational resources. At first, they will be from publicly available resources and then, if feasible, created for this resource to fill in gaps of coverage. It is also possible that an assessment tool may be created for evaluating an individual's skill level, either by the individual his/herself or by an outside entity.

Basically, at present, this site - much like its creator - is in perpetual beta and should be considered a work in progress. The planned roadmap is as follows:

- Phase One is presenting the competency framework with suggested skills and knowledge. <- WE ARE HERE
- Phase One point Two is absorbing feedback and reworking.
- Phase Two is linking to available resources to guide people in finding ways to gain these skills and knowledge. e.g., a free offering from Coursera that would put a person in the Intermediate Level with Excel or a blog post or article that explains an innovative concept.
- Phase Three, if possible, is creating or finding collaborators to create the needed educational pieces if nothing currently exists publicly.
- Sometime after Phase One is creating an assessment tool sample. Maybe.

If you have any suggestions on how to improve this resource or materials that should be included, please feel free to contact me.

What This Resource is NOT

This was created initially to just flesh out and organize my thoughts around competency in legal technology and innovation. At the time of initial release, this site's only original content is the organizational structure and definitions. Eventually there will be educational and training materials linked here, both those which are publicly available, and - if feasible - some content created for this site. There is no charge to use this site but some of the resources that I will link to may cost money. I will not be creating a program of certification for completion, and I won't be seeking CLE accreditation.

Do You Want to Use This?

About the Theme

This part isn't important really but I'm a dork that pretends to be a designer sometimes so…

The header image comes from artwork created for a 100+ year old movie called "A Trip to the Moon." I love retrofuturism and looking at how people in the past imagined the future would be. I often joke that working in legal technology is like doing steampunk or retro-futurism cosplay in a way because we're often trying to apply modern technology to processes and patterns that are firmly stuck in the 19th century.

The highlight color is International Orange, the color currently used by NASA astronauts today for their launch suits as well as the color of the Golden Gate Bridge. There's a twofold meaning here, as well as the choice to call this resource "Legal Technology and Innovation Explorer" over any other option. It's time to expand your horizons, make connections to other industries, and move the legal profession forward in tools and practice. And while cosplay is fun, eventually we need to eventually join the rest of the world in the present and do big things.

Competency Model Parameters

This is not an overall lawyer or legal professional competency model as one might find in the Delta Competency Model or as defined by the T-Shaped Lawyer. These are legal professional skills and knowledge as framed through legal innovation and technology. So, for example, we are not concerned with how to draft a contract or even what constitutes a good contract, but instead on tools and information that can be used to ensure a contract drafting process is done efficiently and the contracts drafted are error free and in alignment with organization's standards.

But what do we mean when we talk about legal technology and innovation? And who needs to use these types of tools or incorporate these concepts into their work?

What is Legal Innovation?

To borrow and adapt a joke about Big Data frequently seen on social media: *Legal Innovation is like teenage sex: everyone talks about it, nobody really knows how to do it, everyone thinks everyone else is doing it, so everyone claims they are doing it.*

And it's also like Justice Potter Stewart's famous concurrence in *Jacobellis v. Ohio* about obscenity: *"I know it when I see it."*

Legal Innovation is a constantly changing landscape and yesterday's innovation is today's standard practice. Thus, a strict definition of Legal Innovation with hard perimeters about what it contains will not be forthcoming. The best definition that I can come up with is:

Legal Innovation is the act of working to improve the performance of and outcomes in legal and justice work, either by using technology, improving processes, or removing other types of barriers.

- Process Improvement? Legal Innovation
- Change Management? Legal Innovation
- Creating more equitable and welcoming environments? Legal Innovation
- Regulatory Reform? Legal Innovation
- Legal Technology? …. some of it is Legal Innovation

The fun and frustrating thing about Legal Innovation is that it is more of a lifestyle choice than a set of concepts or tools that one can check off a list and then declare oneself to be "innovative."

The move towards innovation is a bumpy and non-straightforward path. Incremental changes are great! Failures are great! (As long as you learn from them.) The important thing is to not be stagnant and to keep working towards making things better.

What is Legal Technology?

You would think this question – What is Legal Technology? – is relatively straightforward and easy to answer. It probably could be, but there's lawyers involved so…. no.

The definition used for the purposes of this resource is this:

Legal Technology is technology used by legal professionals to enhance their work as well as technology used by public agencies, legal organizations, or legal professionals to deliver services or information to members of the general public.

- CLM tools? Legal tech
- Microsoft Office? Legal tech
- Legal Zoom? Legal tech
- Law library pathfinders? Legal tech
- Court website with instructions for self-represented litigants and a link to an A2J Author form? Legal tech

Who is this for?

You may have noticed that the word "legal professionals" is used instead of "attorney" or "lawyer" and that we're not limiting ourselves to issues only solved by the inclusion of them in a process.

Yep, that's what we're doing.

It is the author's belief that all legal professionals need to have a general baseline understanding of technology. Depending on the type of work they do, they will need to go deeper on certain verticals.

Competency Levels

This competency framework defines three levels of competency in legal work - Foundational, Intermediate, and Advanced. As this framework attempts to classify both cognitive knowledge and technical skills, a blend of existing taxonomies was required. Thus, this framework is an adaptation of a 2001 revision of Bloom's Taxonomy of Educational Objectives and Simpson's Psychomotor Domains, which in itself was an adaptation of Bloom.

Details follow in the description of each competency level, but for quick reference, the competency levels are broken down as follows:

Glassmeyer	Bloom	Simpson
Foundational	Remember Understand	Perception Set Guided Response
Intermediate	Apply Analyze	Mechanism Complex Overt Response
Advanced	Evaluate Create	Adaptation Origination

Foundational Skills and Knowledge

The first level of competency is Foundational Skills and Knowledge. The "Foundational" name was chosen over "Basic" to encompass a more holistic and interconnected view of legal technology and innovation and to encourage the attainment of a broad set of skills and knowledge at a basic level. No matter what type of legal work one does, there is at least one foundational knowledge or skill needed in every work domain.

This level is based on the Knowledge and Comprehension levels of Bloom's taxonomy and Perception, Set, and Guided Response levels of Simpson's Psychomotor Domain. The goal for the learner is to be able to recall or recite basic facts and concepts and then explain or define them. They should also be able to complete technological tasks if directed how to proceed or if they have a demonstration to imitate.

Some action verbs used to demonstrate competency in this level are: List, Name, Compare, Describe, Use, Begins, Follows, Reproduces, Copies, and Explain.

If a learner is exploring a type of technology, they should be able to answer the following types of questions or demonstrate the following skills: What tools are available to enhance this type of work? Can you explain what a particular tool does? Are you able to identify appropriate use cases for this tool? They should be able to use a tool to perform an intended task if provided with detailed instructions.

If the learner is exploring a type of process or concept, they should be able to answer the following types of technology or demonstrate the following skills: What are the benefits of this concept? Who is best served by performing or enacting this?

Intermediate Skills and Knowledge

The second level of competency is "Intermediate Skills and Knowledge." Learners should plan to attain Intermediate Competency in more than one Domain. The exact number will depend on the type of work performed regularly by the learner.

This competency level is based on the Application and Analysis levels of Bloom's Taxonomy and the Mechanism and Complex Overt Response levels of Simpsons Psychomotor Domains. At this level of competence, a learner should be able use concepts or tools in new situations from where they originally were introduced. They should also be able break down concepts into smaller ideas as well as draw connections between ideas. Additionally, they should also be able to perform technological tasks quickly, accurately, and without requiring repeated instruction. They should be able to perform technological tasks automatically and without hesitation.

Some action verbs used to demonstrate competence at this level are: apply, illustrate, operate, analyze, relate, compare, contrast, differentiate, organize, manipulate, construct, dismantle, and distinguish.

If a learner is exploring a type of technology, they should be able to answer the following types of questions or demonstrate the following types of skills: How would this type of tool fit into my current work? How is it different from what I currently use for this workflow? Would using it be an improvement on my current work? What other types of tools can be used to do this? They should be able to use the tool without requiring assistance and be exploring advanced or "power user" functionality.

If a learner is exploring a concept or process, they should be able to answer the following types of questions or demonstrate the following types of skills: How can I integrate this into my current work? How would using it change my current work? What are the benefits to using it?

Advanced Skills and Knowledge

The highest level of competency is the Advanced level. With the usual caveat that actual requirements depend on the type of work an individual performs, a person should aim to be at the advanced level for at least one domain of work, if not multiple.

The Advanced level is a combination of the Evaluate and Create levels of Bloom's Taxonomy and the Adaptation and Origination levels of Simpson's Psychomotor Domains. At this level, the learner should be using their highest order of thinking and action.

Individuals demonstrating advanced competency should be able to review information and make judgements. They should also be able to combine elements together to make a new whole. For technological tools, learners should be able to modify a tool for another use other than its intended one. They may be able to create a tool from scratch without relying heavily on templates.

Action verbs associated with this level of competency are: combine, design, create, evaluate, measure, revise, adapt, alter, construct, and organize.

If a learner is exploring a type of technology, they should be able to answer the following types of questions or demonstrate the following types of skills: For my needed use case, which vendor's product best meets my needs? What programming language would best create a solution to this problem? They should be able to create a technological product from scratch or by modifying a template or codebase.

If a learner is exploring a concept or process, they should be able to answer the following types of questions or demonstrate the following types of skills: How can I improve upon this workflow? Of possible alternative ways of changing this process, which is the best option for me and my organization? Adapt a concept to better fit their work environment.

Domains

There are many ways we categorize legal work, such as:

- Civil vs Criminal
- Litigation vs Transactional
- BigLaw vs Small & Solo

This framework contemplates six broad domains of legal work and knowledge and attempts to distill this work to its most basic pieces. The six domains are:

- Collection and Creation of Information and Knowledge
- Assembly, Analysis, & Application of Information and Knowledge
- Delivery of Knowledge and Services
- Business and Practice of Law
- Legal Professional as a Human
- New and Emerging Technologies and Ideas

There will be functions that are unable to be neatly placed into a single domain and some that are not quite covered by these domains.

This taxonomy is primarily based on the idea of legal work being knowledge work. Half of the domains are about the creation or manipulation of knowledge. Two are about how humans interact with knowledge and each other. The final is in practice a combination of the two and is more about contemplating future iterations of knowledge work.

The domains are deliberately broad as concepts are often transferable across traditional practice-based divisions of work or product. If someone wanted to adapt this framework, it may be beneficial to divide into subdomains to limit the universe of knowledge or skills needed. For example, a training program consisting only of Microsoft Applications could be mapped to the framework, as could one that limited itself to a practice specific universe of tools, such as patent, immigration, or litigation.

For each domain, a definition, examples of workflows and included skills and knowledge, and the types and categories of tools used to perform or enhance them are provided.

Collection and Creation of Information and Knowledge

Definition: The production of knowledge products involves using human insight either to interpret or synthesize the knowledge products of others or to create new concepts, ideas, or productions. Also included in this domain is the collection and organization of knowledge and information.

Example Concepts, Actions & Knowledge:

- Writing briefs and motions
- Drafting contracts
- Performing research
- Intellectual Property
- Search
- Tagging/Taxonomies
- Metadata
- Information Governance

Tools and Products Used to Accomplish

- Document Assembly platforms
- Microsoft Word
- Clause Banks
- Drafting software
- Legal Research tools
- DMSes
- Docketing software
- Adobe Acrobat
- Virtual Data Rooms

Assembly, Analysis, & Application of Information and Knowledge

Definition: The manipulation of existing information and knowledge to create new information and knowledge. These processes often involve using algorithmic or artificial intelligence-based tools to refine or reveal insights about these resources.

Example Concepts, Actions & Knowledge

- Data Analytics
- Contract Review
- eDiscovery
- Judicial Analytics

- Business Analytics
- Data Visualization
- Redaction

Tools and Products Used to Accomplish

- Excel
- Power BI
- Python
- Docketing Tools
- Artificial Intelligence
- API
- Web hooks
- Translation tools

Delivery of Knowledge and Services

Definition: The movement of created or manipulated knowledge from a legal professional to another entity. This can be another legal professional, an institution, a client, or a lay person. Actions included in this domain may also take the form of services, which often is delivering a knowledge product on behalf of an institution or lay person.

Example Concepts, Actions & Knowledge

- Providing advice
- Transaction workflows
- Litigation
- Arbitration
- A2J/Professional to Consumer (P2C)
- Blogging/Social Media Use

Tools and Products Used to Accomplish

- Expert Systems
- CLM software
- eSignature tools
- Websites / Website Creation
- Online Dispute Resolution

Business and Practice of Law

Definition: Actions that enable the creation, manipulation, and delivery of knowledge. This includes tools and methods that allow one to perform these actions in an efficient, safe, and ethical manner.

Example Concepts, Actions & Knowledge

- Project Management
- Design Thinking
- Process Improvement
- Communication and Collaboration
- Purchasing and selecting technology
- Privacy and Cybersecurity
- Ethical Obligations
- BYOD policies
- KYC AML
- Virtual/Hybrid Workspaces
- Entrepreneurship

Tools and Products Used to Accomplish

- Six Sigma
- Practice Management
- Matter Management
- Portals
- Email/ Outlook
- Secure Communication Platforms
- Regulatory Reform

Lawyer as Human

Definition: Tools and actions to remove bias and discriminatory behavior from the participants -human, technical, and institutional - in the legal and justice environments. Additionally, this domain includes tools and actions that ensure the personal and professional well-being of participants.

(Note on Reason for Inclusion Since it May Not Be Obvious and Will Probably Make a LOT of People Mad For Reasons They Can't Quite Articulate: Laws, as well as technological enhancements to the legal and justice system, are only as just and fair as

the humans that created them. As law is the operating system to society, it is imperative that discriminatory beliefs and practices are confronted and removed to ensure equality. Additionally, the legal and justice systems are operated by humans. It is important that these humans are personally and professionally healthy and operate at the best of their ability and desires. An unjust legal/justice system, tool, or organization administered by unhealthy and unfulfilled humans can never be innovative.)

Example Concepts, Actions & Knowledge

- DEI
- Well-Being
- Empathy
- Professional Development
- Change Management

Tools and Products Used to Accomplish

- LMSes
- RFP Review Platforms
- Resource Management

New and Emerging Technology and Ideas

Definition: Tools and processes that have not yet been fully adopted by the legal world but may prove to be useful in the future. These may also become niche practice opportunities.

Examples of Concepts, Action, and Knowledge

- Bail Reform
- Prison Abolition
- Marijuana Legalization
- Open Content

Examples of Tools and Technology

- Blockchain
- ChatGPT
- Autonomous Vehicles
- Open-Source Technology
- 3-D printing

Application of Framework

The following is a series of example demonstrations of competency for each domain of legal work. This is a non-exhaustive list to clarify this competency framework and provide examples of learning objectives/competency demonstrations for those seeking to create an educational program based on it.

Please note: The author of these samples is not an advanced level user in every domain of work so there may be more appropriate ways of assessing the levels of skills and knowledge needed for each domain.

Also, an actual program of competency training or assessment should build upon existing and newly learned skills and knowledge as one progresses through a type of tool (e.g., Excel) or knowledge area (e.g., DEI). There would also be several demonstrations of competency within each.

Finally, for demonstrations of intermediate and advanced knowledge and skills, one could consider blending knowledge domains. For example, find and install an open-source version of an enterprise office software and then perform intermediate or advanced skills with them.

At the end of this section will be resources for creating a customized learning path.

Collection and Creation of Legal Information and Knowledge

Sample Foundational Knowledge and Skills

- List the benefits of using a clause bank when drafting contracts.
- Name at least two tools that would enhance the writing quality of a brief.
- Name the types of research resources and coverage in our Westlaw subscription.
- Be able to explain the process of saving and retrieving documents to our DMS.
- Name the type of tool best used when redacting documents and define what makes a successful redaction.
- Use formatting buttons to create changes in the appearance of text in a document in Microsoft Word.
- Explain the difference between Boolean and Natural Language Search.

Sample Intermediate Knowledge and Skills

- Draft a contract using a clause bank.

- Check out, edit, and re-save a document to a DMS with appropriate tags applied.
- Analyze the license or copyright status of an image and determine if it may be used on a firm website.
- Draft a brief with the assistance of a tool such as WordRake or Briefcatch.
- Analyze the types of documents frequently used in the course of business and determine which are appropriate for use in a document automating tool.
- Apply a previously created style to a document in Microsoft Word.

Sample Advanced Knowledge and Skills

- Evaluate the current tags used in a DMS, CLM, or other knowledge management tool that you have access to and determine if appropriate for your needs. Design a new taxonomy and revise if necessary (with permission from tool administrator, if applicable.)
- Design workflows with a document automation tool to automate documents.
- Adapt content from an existing boilerplate file into a clause bank using a commercial product.
- Select appropriate feeds from a docketing service and create delivery endpoints such as email or DMS.
- Create forms or templates in Microsoft Word.

Assembly, Analysis, & Application of Legal Information and Knowledge

Sample Foundational Knowledge and Skills

- Name at least two tools that could create data visualizations.
- Perform basic sorting and combination functions using excel. It is acceptable to refer to guides or help text while doing so.
- Explain the types of analysis generally performed by a contract review tool. List the benefits of this information.
- Explain the use and function of eDiscovery tools.
- Describe the difference between machine learning, unsupervised learning, and neural networks.
- Explain the difference between APIs and Webhooks.

Sample Intermediate Knowledge and Skills

- Use an enterprise translation tool such as Language Weaver to translate a legal document into another language.
- Use a redaction tool to locate and redact confidential or protected information.

- Use a connection tool such as Zapier to perform an automation, such as create a message in Slack when a DocuSign envelope is returned.
- Import data from external sources into PowerBI and perform several manipulations of it.
- Perform basic analysis using a tool or program such as Excel or Python.
- Connect two services using an API.
- Perform and understand analysis in eDiscovery, contract review, or Judicial analytics tools.
- Subscribe to RSS feeds using a feed reader or via email.

Sample Advanced Knowledge and Skills

- Perform training on a contract review, eDiscovery, or other analytic tool to enhance out of the box offerings.
- Create a variety of data visualizations appropriate to various data and output needs.
- Design an automated workflow using APIs or webhooks without relying upon a tool like ITTT or Zapier
- Create repeatable functions in Excel using VBA and/or macros.

Delivery of Legal Knowledge and Services

Sample Foundational Knowledge and Skills

- List features often included in CLM systems.
- Add documents and engage with workflows in a contract management tool.
- List the types of content that a practicing lawyer could post on a blog or other type of social media.
- Explain the types of workflows or knowledge delivery that could be enhanced by an expert system.
- Name at least two no-code website builders.

Sample Intermediate Knowledge and Skills

- Compare and contrast the functions of an Expert System and a Document Automation tool.
- Analyze the type of information that should be on a website for a law firm. Construct a website or blog using a no-code/low-code tool such as Wix, WordPress, or SquareSpace.
- Analyze the steps and information needed by a Self-Represented Litigant and create an expert system designed for a non-legal professional.
- Use a transaction management tool to locate signature pages and add eSignature capability and send to an opposing party or client.

- Determine which arbitration matters currently involved in would be appropriate for an Online Dispute Resolution platform.

Sample Advanced Knowledge and Skills

- Create a contract lifecycle with automated workflows in a CLM tool.
- Automate workflows in a litigation management or similar tool.
- Map and create an expert system capable of answering potential legal questions for clients or appropriate for in-house use.
- Create a regular publication schedule and content calendar for a blog or social media service.
- Design a website and demonstrate the ability to alter code and templates provided by website builder software.

Business and Practice of Law

Sample Foundational Knowledge and Skills

- Name at least two options for process improvement.
- Explain the types of workflows and knowledge contained in Matter Management tools.
- Describe what a Practice Management tool does. Explain the benefits of using a Practice Management tool.
- Describe potential security and privacy issues with using a mobile device for work related activities.
- List the types of workflows and other activities that can be enhanced by using a client portal.

Sample Intermediate Knowledge and Skills

- Differentiate between a secure communication platform and using email or a phone. Communicate with a colleague or client using a secure communication platform.
- Organize a project into steps. Use a Project Management Software program such as Coda or Trello to map and assign elements to oneself or colleagues.
- Analyze the security stance of a cloud-based tool used by your firm or organization.
- Organize email inbox through the use of filters.
- Analyze which clients need to have a KYC/AML review.
- Compare and contrast the offerings, benefits, and potential downfalls between vendors offering equivalent products.

Sample Advanced Knowledge and Skills

- Action verbs associated with this level of competency are: combine, design, create, evaluate, measure, revise, adapt, alter, construct, and organize.
- Map and automate workflows in a practice or matter management tool.
- Design and implement brand styling in one's email system.
- Evaluate and choose technology products based on compliance with ethical or privacy guidelines.

Legal Professional as a Human

Sample Foundational Knowledge and Skills

- Explain how a diverse team improves decision making capabilities.
- Describe three sources of continuing professional education available for free or provided by employer.
- Name at least one alternative professional social activity that does not involve alcohol.
- Provide at least two reasons why resource management tools can improve attorney performance.

Sample Intermediate Knowledge and Skills

- Relate the offerings from online learning platforms to individual professional development needs.
- Analyze the DEI and ESG status of potential panels. This can be done using an RFP platform or other means.
- Analyze deficiencies in one's life and apply the concepts of well-being to enhance emotional health.
- Analyze roadblocks to adoption or a process or tool and apply change management techniques.

Sample Advanced Knowledge and Skills

- Create an evaluation metric for DEI success in an organization.
- Revise an employee well-being program based on evaluations of employee satisfaction surveys.
- Create and deliver a professional development program based on professional expertise.
- Design an equitable work assignment program using a resource management tool.

New and Emerging Technologies and Ideas

Sample Foundational Knowledge and Skills

- Name open-source alternatives for common office applications.
- Explain how open content can be beneficial to the innovation ecosystem.
- List the areas of law affected by drug legalization.
- Explain how a Smart Contract works.
- Describe how ChatGPT and other LLM based tools differ from "traditional" artificial intelligence.

Sample Intermediate Knowledge and Skills

- Use a publicly available generative AI tool to create content (image, text, or otherwise) for use in a social media or blog post.
- Distinguish bail reform from prison abolition.
- Differentiate the various levels of autonomous vehicles for person and industry use.
- Use a commercially available LLM based tool to summarize a collection of legal primary information.
- Analyze if a blockchain based solution is appropriate for a specific use case.

Sample Advanced Knowledge and Skills

- Using a LLM based tool created for the legal world (such as forthcoming tools from NetDocuments or Thomson Reuters), create specific chains of prompts to generate drafts of legal content.
- Be able to provide reasoned analysis combining the potential benefits and drawbacks of a new topic such as autonomous appropriate for publication in a general interest publication.
- Select an open license that best suits the individual or organization's needs and apply to a piece of software or content.

Creating a Learning Path

If you would like to create a learning path for yourself or others, I would suggest starting by creating a grid like the one pictured below. For each Domain, pick a type of tool or body of knowledge that you would like to improve. For example, for Collection and Creation of Knowledge, one could choose Microsoft Word or the Intellectual Property considerations of content found on the Internet. Then, review the types of demonstrations of knowledge and skills for each level as well as key action words. Finally, create or find educational resources that allow an individual to gain those skills.

The Planning Grid

Domain	Specific Skill or Knowledge	Foundational Competency Goal: obtain Foundational Competency for at least one type of skill or knowledge in each of the six domains.	Intermediate Competency Goal: obtain Intermediate Competency for at least one type of skill or knowledge in three of the six domains.	Advanced Competency Goal: obtain Advanced Competency for at least one type of skill or knowledge in at least one of the six domains.
Collection and Creation of Knowledge				
Assembly, Analysis, & Application of Information and Knowledge				
Delivery of Knowledge and Services				
Business and Practice of Law				
Legal Professional as a Human				
New and Emerging Technologies and Ideas				

Sources of Online Educational Content:

Procertas https://www.procertas.com/

LinkedIn Learning https://learning.linkedin.com/

EdX https://www.edx.org/

Coursera https://www.coursera.org/

Skillburst https://www.skillburst.com/

Udemy https://www.udemy.com/

Codecademy https://www.codecademy.com/

Data Camp https://www.datacamp.com/