

Site Supervisor Guide for Independent Residency

I. Introduction

The Independent Residency program gives students at Mitchell Hamline School of Law (MHSL) the opportunity to earn academic credit for an immersion experience of 30-40 hours per week doing legal work in private law firms, corporations, government agencies, and other settings. The educational integrity of the Independent Residency program relies on careful supervision and role modeling of Site Supervisors, who help students design a set of practice-based experiences that will further the students' learning goals, provide them with appropriate supervision and constructive feedback on their legal work, and provide opportunities for observation and discussion of work in the legal profession.

II. Goals and Objectives of the Independent Residency Program

The Independent Residency Program shares the objectives for the MHSL externship program, which include:

- Developing students' ability to be self-directed and reflective practitioners;
- Promoting a sense of professional responsibility in students;
- Giving students greater insight into the workings of the legal system;
- Supporting students in their exploration of career choice through practice in a specific substantive area or broad category of lawyering;
- Training students in lawyering skills, which may include research and writing, client interviewing and counseling, advocating in court or other settings, marshalling and analyzing facts and documentary evidence, critical reflection, effective oral communication, collaboration/team work, negotiation and problem solving, and other lawyering tasks; and
- Assisting students in networking for future job searches and professional development.

Whether students fulfill many of these objectives largely depends upon the quality of their relationships with their Site Supervisors, and the willingness and ability of attorneys to serve as the students' Supervisors, teachers, and role models. In this way, the "training" of these new professionals by Site Supervisors fulfills a critical public role and effectively serves the legal profession as a whole.

The educational goals of the placement, its academic component, our process for site approval, and your close supervision of student work all help to comply with applicable provisions of the ABA Standards for Accreditation of Law Schools.

III. Student Application and Site Approval Process

We know that hosting a student resident is a big investment for both the student and for the Site Supervisor at the placement site. For that reason, we will not allow a student to enroll in an Independent Residency placement until: (1) the student has been accepted by the placement site as a student resident; (2) the placement site has been approved by the school; and (3) the student's plan for both the field placement and academic components of the Independent Residency has been approved by the school.

We anticipate that many of our Independent Residency placements will grow out of our students' own networking efforts and that other work sites will want to be pre-approved as Independent Residency

placements without having a particular student extern lined up for the semester. In either case, MHSL needs to ensure that the Site Supervisor is aware of the educational goals of the program, that the student's anticipated legal work is appropriate to the academic goals of the Independent Residency program, and that the Site Supervisor is willing to comply with the expectations for Site Supervisors that are outlined in this Guide and the Education Agreement that will be entered into among the student, Site Supervisor, Faculty Supervisor and MHSL (see Appendix A).

Along with approval of the placement site, the student must gain approval for the student's Independent Residency plan, which includes an additional academic component described below. The student is responsible for identifying a Faculty Supervisor and developing an approved plan for the academic part of the program.

III. Required Fieldwork and Academic Component for Students

Students in the Independent Residency Program generally receive 11-13 academic credits. The number of credits they receive depends on the number of hours they spend at your placement site, as well as on the academic component described below, over a fifteen-week semester:

- 13 credits: about 540 field hours (36 hours/week) + about 45 academic component hours
- 12 credits: about 495 field hours (33 hours/week) + about 45 academic component hours
- 11 credits: about 450 field hours (30 hours/week) + about 45 academic component hours

Students must complete the academic component under the supervision of a Faculty Supervisor at MHSL. In the academic component, students complete reflective writing assignments, a mid-semester evaluation involving the Site Supervisor and the Faculty Supervisor, and a final semester evaluation. They also choose an issue of law or public policy that they want to explore in more depth with their Faculty Supervisor during the semester, and agreed upon a course of action for completing this exploration, which might include pertinent reading, discussion, research, and writing.

You and the student's Faculty Supervisor will work as a team to facilitate student learning at your placement site. The Faculty Supervisor will be in touch with you at the beginning of the semester to get a general sense from you about the nature of the student's placement and again at the mid-semester to assess the students' progress toward the student's learning goals. The Faculty Supervisor is also available at any point during the semester should you need to check about a specific issue that is arising in the Independent Residency.

IV. Expectations of Site Supervisors

Foremost, the Site Supervisor's role is to assign meaningful and varied work and observation opportunities and provide guidance and feedback on a regular basis to a student resident.

Additional expectations for Site Supervisors are not meant to be burdensome, but are important to the operation of the program overall:

- At the very beginning of the semester, Site Supervisors meet with student residents to orient them to the workplace, discuss their learning goals, clarify expectations concerning confidentiality and conflicts of interest, and address any other ethical issues germane to the placement;
- Site Supervisors complete a lawyering rubric prior to a mid-semester evaluation meeting with the student resident; in the event the student is paid for Independent Residency field work, the

mid-semester meeting must be an in-person or video-conference meeting including the Faculty Supervisor, as well as the student and Site Supervisor.

- At the end of the semester, Site Supervisors complete a final lawyering rubric;
- Throughout the semester, Site Supervisors remain in regular contact with the student's Faculty Supervisor and the Independent Residency Program.

Each of these responsibilities is covered in more detail in the Education Agreement that will be entered into among the student, Site Supervisor, Faculty Supervisor and MHSL (see Appendix A), as well as in the remainder of this Guide.

a. Providing Feedback

Regular meetings between the Site Supervisor and student extern best ensure time for Site Supervisors to provide ongoing feedback, discussion, and critique of the student residents' performance. In addition, mentors can provide helpful insights for externs about their own experiences and what strategies they have developed to manage the demands of their work.

Eliciting students' self-critique (especially on non-writing projects) is often a valuable first step in the learning experience. Also, acknowledging effective behavior before critiquing ineffective behavior usually eases the feedback conversation and gives more weight to the critique. Importantly, the most useful feedback will be as specific, clear, and detailed as possible.

Students often need an introduction to the concept of the law as a service profession and need to understand that their training puts them into the position of having responsibility for matters that affect the lives of others. Talking with students about this responsibility and the pressure it brings to the work can be helpful. Guidance in areas such as workplace conduct, time management, proper research and attribution, confidentiality and other rules, etc. is important feedback for externs. Other important lessons in professional responsibility for externs include the importance of meeting deadlines, proofing written work, voicing concern about apparent injustices, communicating in a timely fashion with clients, and being prepared for court appearances.

b. Role in Student Reflective Assignments

Student residents are responsible for several assignments from Faculty Supervisors during the course of the semester. It is helpful for Site Supervisors to be aware of these assignments.

Student Learning Goals (weeks 1-2 of semester)

Students are required to develop personal learning goals and planned activities for their externships and discuss them with their Site Supervisors. Site Supervisors can assist students in determining whether the goals are realistic and how to meet their goals.

Education Agreement (weeks 1-2 of semester)

The role and responsibilities of the student resident, Site Supervisor, and Faculty Supervisor are detailed in the Education Agreement that will be entered into among the student, Site Supervisor, Faculty Supervisor and MHSL (see Appendix A). The education agreement should be completed soon after the student learning goals assignment is completed.

Ethics Assignment (weeks 1-2 of semester)

Students are required to discuss with their Site Supervisors any policies on confidentiality and conflicts of interests at their workplaces and to write a 1-3 page memorandum about their

understanding of these ethical requirements. Site Supervisors can assist students in understanding these important ethical rules and how they apply in different practice settings.

Mid-Semester Evaluation

Students are required to complete mid-semester evaluations of their own work prior to scheduling mid-semester meetings with their Site Supervisors and Faculty Supervisors. These meetings, for which the students must prepare, are designed to allow for a review of the original externship goals and a general “check-in” for students, Site Supervisors, and Faculty Supervisors relative to any constructive changes that should occur in the second half of the externship. The students’ preparation and participation in these meetings are designed to help students internalize the skill of being supervised.

Site Supervisors also complete a mid-semester Fundamental Lawyering Skills Rubric, which helps identify any issues in the Independent Residency (see Appendix B). You are encouraged to share your completed rubric with the student prior to the mid-semester meeting.

Final Evaluation

Students are required to submit a final placement evaluation form reflecting on their experience and assessing the learning goals they were able to complete.

Site Supervisors also complete a final evaluation of the students’ work by again completing a Fundamental Lawyering Skills Rubric (see Appendix B). The rubric allows MHLS to assess a student’s performance in the externship and will be helpful in the future if mentors are asked to provide job recommendations for their student externs.

Additional academic work

During the course of the semester, students may complete other short written reflective writing assignments at the discretion of their Faculty Supervisors. In addition to the reflective writing, students work with their Faculty Supervisors to explore larger issues in the law and public policy that arise from the work at their site. This additional academic work might come in the form of a research paper, a paper exploring comparative approaches to issues of public policy, or a series of readings and discussion.

c. Communication

If problems arise during the course of externships that might require MHSL input, Site Supervisors should not hesitate to contact the student’s Faculty Supervisor or the Externship Director. Examples of such issues might be the student's failure to appear in a timely manner, the student's inability to accomplish tasks assigned, or an uncomfortable relationship between the extern and Site Supervisor or other members of the office.

When students raise issues concerning their placement site, we work with them to figure out how to raise and discuss their issues professionally. We will intervene only where students are unable to discuss them or where such discussion proves fruitless. Similarly, should Site Supervisors perceive any problems, we ask that they be raised with students first. If they are not immediately rectified, the appropriate person at MHSL should be informed. If there are issues relating to students’ irresponsibility toward their externship or ethical issues, HUSL personnel should be contacted right away in addition to any discussions with students.

We very much appreciate the incredible commitment made by Site Supervisors to assist MHSL in training students to be competent and ethical attorneys. If there is anything we can do to facilitate your efforts in achieving the goals for the Externship Program, please let us know.

Faculty and Staff Contact Information for MHSL Independent Residency Program

Erica Strohl

Externship Director

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APPENDICES

APPENDIX A – Template Education Agreement

APPENDIX B – Fundamental Lawyering Skills Rubric

MITCHELL HAMLINE SCHOOL OF LAW (MHSL)
RESIDENCY EDUCATION AGREEMENT
THIS AGREEMENT MUST BE TYPED.

Submit this agreement after you are registered for the residency and, for independent residencies, have completed the learning goals assignment.

Check the appropriate course:

☐ **Independent Residency (Course Number 3072)**

☐ **Residency Course**

Course Name: [Click here to enter text.](#)

Course Number:

Student Name:

ID #:

Address:

Phone:

Email address (default is MHSL address):

Semester: Fall ☐ Spring ☐ Summer ☐ Year 20

Credits (including academic component): 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐

I understand that for *each* credit received, the Student must log 45 hours, including time working at the placement site and time spent working with the Faculty Supervisor. Forty-five hours requires an average of 3 hours per week for 15 weeks.

Will you be paid for any work counting toward the required hours? Yes ☐ No ☐

Field Placement Site (Organization or Court):

Address:

Name & Title of Site Supervisor:

If licensed attorney, state(s) of licensure and Attorney ID(s):

Phone:

Email address:

Name & Title of Faculty Supervisor:¹

☐ **Check here if placement organization is a 501(c)(3) organization or government agency. Any UNPAID hours worked over your credit hours qualify for MJF volunteer public service hours. Please log in your MJF hours.**

Faculty:

¹ In the context of a Residency course, the term “Faculty Supervisor” refers to the course instructor throughout this agreement.

RESIDENCY EDUCATION AGREEMENT

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REQUIREMENTS FOR ALL RESIDENCIES

All residencies consist of two components: (a) a work experience under the supervision of the Site Supervisor ("fieldwork"); and (b) an academic component under the supervision of the Faculty Supervisor. This section of the Agreement sets out the minimum requirements expected of the Site Supervisor, Faculty Supervisor, and Student in order for MHSL to grant academic credit for an residency. Each must complete the section that relates to his or her role.

Site Supervisor's Agreement: Thank you for your support, supervision, and mentoring of a law student extern. Please **initial** each requirement to indicate your agreement (typed is fine).

As Site Supervisor, I agree to the following:

_____ **Supervision:** I have the authority, ability, and resources to ensure that the Student is supervised by a licensed attorney or other qualified individual who will (1) help the Student develop and meet learning goals for the residency, and (2) actively direct, monitor, and mentor him/her throughout the semester.

_____ **Field Activities:** The Student will be engaged in (1) a substantial lawyering experience that (2) exposes the Student to a variety of lawyering skills and tasks (3) in furtherance of the Student's learning goals and (4) includes multiple opportunities for performance, feedback, and self-evaluation. *Assignments may include (without limitation) drafting contracts, briefs, pleadings or other legal documents; researching and writing legal memoranda; interviewing clients, witnesses, or other persons with relevant information; attending negotiations or mediations; and observing or participating in meetings, depositions, or court proceedings.* **Administrative work will be kept to a minimum.**

_____ **Communication & Feedback:** I will keep the Student informed about office practices and assignment requirements and deadlines. I will be available to meet with the Student to provide instruction, support, and feedback on assignments. The Student will be provided specific, individualized, and timely feedback on his/her work.

_____ **Participation in Evaluation:** I will cooperate with MHSL in evaluating the quality of the Student's residency experience and the Student's performance, including meeting regularly with the Faculty Supervisor or Externship Director by phone or in person, reviewing any student self-assessments, and completing evaluations. If the Student is being compensated for fieldwork, I will attend a mid-semester meeting among the Student, Faculty Supervisor and myself to review progress toward, re-assess, and adjust the Student's learning goals. I understand that meeting will be organized by the Faculty Supervisor at a mutually convenient time and that the meeting must be in-person unless one or more parties is in a remote location, in which case the meeting may be held using video conferencing technology.

_____ **Legal Compliance:** My organization is responsible for ensuring that our labor and employment practices are in compliance with applicable state, local, and federal laws, including any student practice requirements.

RESIDENCY EDUCATION AGREEMENT

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_____ **Assistance and Support:** I will contact the Faculty Supervisor or Externship Director with any questions, concerns, or requests for additional support.

.
Student's Agreement: Please **initial** each requirement to indicate your agreement (typed is fine).

As a student extern, I agree to the following:

_____ **Professionalism:** I agree to (1) follow directions, seek clarification and advice in a timely fashion, and comport myself with professionalism and integrity; (2) abide by the field placement site's confidentiality and privilege rules and policies, including in any writing or discussions with the Faculty Supervisor; and (3) abide by the agreed-upon schedule, including showing up on time, providing sufficient notice for any absences, and contacting the Site Supervisor immediately if I am ill or have an emergency.

_____ **Learning Goals:** I understand the purpose of the residency is to learn while performing legal work under the supervision of an attorney, judge or other qualified individual. I will create learning goals for the semester and discuss these with my Site Supervisor and Faculty Supervisor. I will ask questions, become involved in the work of the office, and devote myself to use the time at the placement to learn everything I can.

_____ **Self-Evaluation:** I will strive to assess my performance on each assignment I complete. In so doing, I will consider what I did effectively and areas for improvement. Where possible and appropriate, I will discuss my self-assessment with my Faculty and Site Supervisors. I will be open to feedback from my supervisors and will consider how it can be related and applied specifically to my future work.

_____ **Academic Component:** I will meet with the Faculty Supervisor to reflect on the observations, experiences, ethical considerations, and other issues that arise during my residency. I agree to complete all required readings, evaluations, and other assignments required by the Faculty Supervisor. In so doing, I will be mindful of my confidentiality obligations. I will participate in a mid-semester meeting with the Site Supervisor to review my progress toward, re-assess, and adjust my learning goals. If I am being compensated for fieldwork, I understand that a mid-semester meeting among the Site Supervisor, Faculty Supervisor and myself is mandatory. I understand that the meeting will be organized by the Faculty Supervisor at a mutually convenient time and that the meeting must be in-person unless one or more parties is in a remote location, in which case the meeting may be held using video conferencing technology.

_____ **Timekeeping:** Using MHSL's online timekeeping system, I will keep detailed time records of *all* time spent working with or for the Site Supervisor (or designee) and with or for the Faculty Supervisor.

_____ **Assistance and Support:** If any problems arise during my residency or if I have any concerns, I will immediately contact my Faculty Supervisor.

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Faculty Supervisor's Agreement: Please **initial** each paragraph to indicate your agreement (typed is fine).

As Faculty Supervisor, I agree to the following:

_____ **Academic Requirements:** I will establish requirements (such as meetings, readings, reflective papers or journals, or other assignments) designed to support and enrich the Student's experience in his/her placement, including through self-evaluation and reflection.

_____ **Site Evaluation:** I will remain in regular contact, including possible site visits, with the Site Supervisor and the Student to ensure the quality of the educational experience. If the Student is being compensated for fieldwork, I will organize, at a mutually convenient time, and attend a mid-semester meeting among the Student, Site Supervisor and myself to review progress toward, re-assess, and adjust the Student's learning goals. The meeting must be in-person unless one or more parties is in a remote location, in which case the meeting may be held using video conferencing technology.

_____ **Availability:** I will be available as a resource to the Student and the Site Supervisor should any concerns or issues arise.

_____ **Evaluation:** I will evaluate the extern's academic performance during the residency. The assessment will be based on the Student and Site Supervisor evaluations, timely compliance with residency requirements, the quality of self-reflection, and professionalism. Based on this evaluation, I will determine whether credit should be granted.

_____ **Assistance and Support:** I will contact the Site Supervisor or Externship Director with any questions, concerns, or requests for additional support.

[AGREEMENT CONTINUES NEXT PAGE]

RESIDENCY EDUCATION AGREEMENT

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SPECIFIC EXPECTATIONS FOR THIS RESIDENCY

This section of the Agreement sets out specific means by which the Student, Site Supervisor and Faculty Supervisor will meet key requirements. The Student must complete this section after consultation with the Site and Faculty Supervisors.

- A. Student's Learning Goals** (for student continuing at a previous work site, goals must specifically address how work will be different so as to promote substantial ongoing learning)

- B. Student's Field Activities** (must provide "substantial lawyering experience...that is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks," including opportunities for performance, not just observation)

RESIDENCY EDUCATION AGREEMENT

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C. **Plan for Site Supervision of Student** (including feedback on student work)

D. **Plan for Faculty Supervision of Student** (including meetings, opportunities for self-evaluation, and other requirements determined by the faculty supervisor)

E. **Plan for Faculty Contact with Site Supervisor**

The Externship Director or designee will contact Site Supervisors at new placement sites before signing this agreement. For all placement sites, the Faculty Supervisor will contact the Site Supervisor for at least one status report midway through the semester. If the Student is being compensated for fieldwork, a mid-semester meeting among the Student, Faculty Supervisor and Site Supervisor is required. MHSL will send a follow-up survey instrument when the semester's work is completed. No credits or grade (P/F) will be awarded until these steps have been taken.

Additional Faculty Contact with Site Supervisor:

RESIDENCY EDUCATION AGREEMENT

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SIGNATURES OF APPROVAL

I have reviewed and agree to act in accordance with this Agreement.

Site Supervisor or Judge

The Student's residency is for academic credit.

The Student will also be compensated for some or all fieldwork. Yes ☐ No ☐

I certify that the Student's fieldwork will be supervised by a licensed attorney or individual otherwise qualified to supervise the planned field activities set out in Section B, above.

Site Supervisor or Judge: _____

Date:

Student: _____

Date:

Faculty Supervisor: _____

Date:

Externship Director: _____

Date:

Independent Residency Mitchell Hamline School of Law

Student Resident: _____

Site Supervisor: _____

DATE: _____

Fundamental Lawyering Skills Rubric¹

- To be completed by the Site Supervisor at the mid-point and again at the completion of the Independent Residency.

MacCrate Skill 1 - Problem Solving				
A lawyer must be able to develop and evaluate strategies for solving a problem or accomplishing an objective.				
Resident displays ability to:				
Identify and diagnose problems.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Generate alternative solutions and strategies.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Develop a plan of action.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Implement the plan.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Keep the planning process open to new information.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Comments: 				

¹ Based on the Report of the ABA Task Force on Law Schools and the Profession: Narrowing the Gap (The MacCrate Report) 1992. Do not use without permission.

MacCrate Skill 2 - Legal Analysis

A lawyer must be able to analyze and apply legal rules and principles.

Resident displays ability to:

Identify and formulate legal issues.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Formulate relevant legal theories.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Elaborate legal theories.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Evaluate legal theories.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Criticize and synthesize legal argumentation.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed

Comments:

MacCrate Skill 3 - Legal Research

A lawyer must be able to identify legal issues and research them thoroughly and efficiently.

Resident displays:

Knowledge of the nature of legal rules and institutions.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Knowledge of and ability to use the most fundamental tools of legal research.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Understanding of the process of devising and implementing a coherent and effective research design.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed

Comments:

MacCrat Skill 4 - Factual Research				
A lawyer must be able to plan, direct, and (where applicable) participate in factual investigation.				
Resident displays ability to:				
Determine the need for factual investigation.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Plan a factual investigation.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Implement the investigative strategy.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Memorialize and organize information in an accessible form.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Decide whether to conclude the process of fact-finding.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Evaluate the information that has been gathered.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Comments:				

MacCrate Skill 5a – Communication

A lawyer must be able to communicate effectively in writing.

Resident displays ability to:

Assess the perspective of the recipient of the communication.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Accurately describe pertinent authority and underlying policy considerations.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Synthesize authority and policy into legal rules applicable to fact situation.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Persuasively present facts.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Persuasively analogize to favorable legal authority and distinguish unfavorable legal authority.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed

Comments:

MacCrate Skill 5b - Communication

A lawyer must be able to communicate effectively through oral presentation.

Resident displays ability to:

Assess the perspective of the recipient of the communication.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Accurately describe pertinent authority and underlying policy considerations.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Convey credibility and conviction.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Effectively use voice, gestures, and eye contact.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Respond appropriately to questions.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed

Comments:

MacCrate Skill 6 - Client Counseling

A lawyer must be able to counsel clients about decisions or courses of action.

Resident displays ability to:

Establish a counseling relationship that respects the nature and bounds of a lawyer's role.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Gather information relevant to the decision to be made.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Analyze the decision to be made.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Counsel the client about the decision to be made.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Ascertain the client's decision.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed

Comments:

MacCrate Skill 7 - Negotiation

A lawyer must be able to negotiate in either a dispute-resolution or transactional context.

Resident displays ability to:				
Prepare for negotiation.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Conduct a negotiation session.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Counsel the client about the terms obtained from the other side in the negotiation and implement the client's decision.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed

Comments:

MacCrate Skill 8 - Strategic Planning

A lawyer must understand the potential functions and consequences of litigation and alternative dispute resolution.

Resident displays knowledge of the fundamentals of:				
Litigation at the trial-court level.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Litigation at the appellate level.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Advocacy in administrative and executive forums.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Proceedings in other dispute-resolution forums.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed

Comments:

MacCrate Skill 9 - Organization and Management of Work

A lawyer must be familiar with the skills and concepts required for efficient management.

Resident displays ability to:				
Formulate goals and principles for effective practice management.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Develop systems and procedures to ensure that time, effort, and resources are allocated efficiently.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Develop systems and procedures to ensure that work is performed and completed at the appropriate time.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Develop systems and procedures for effectively working with other people.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
Develop systems and procedures for efficiently administering a law office.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed

Comments:

MacCrate Skill 10 - Ethical Analysis and Conduct

A lawyer must follow ethical standards when representing clients.

Resident displays knowledge of:				
The nature and sources of ethical standards.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
The means by which ethical standards are enforced.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed
The processes for recognizing and resolving ethical dilemmas.	☐ Consistently	☐ Usually	☐ Sometimes	☐ Not Observed

Comments: