

A Practical Guide to Cooperative Supervision for Law Students and Legal Employers

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Introduction

Perhaps the most challenging, yet frustrating task confronting employers who hire law students is providing effective supervision of their work. Too frequently, supervision is accomplished on a hit-or-miss basis, resulting in uneven performance and disappointing work products. Apart from the usual time constraints and pressures which bind most legal employers, supervision is often a problem simply because employers really do not understand what it is. On some level they recognize that providing supervision enhances the quality of student performance, but doing it effectively seems to elude them.

Our experience working firsthand with scores of legal employers and hundreds of law students in a formal program of Cooperative Legal Education¹ at Northeastern University School of Law

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¹ The Cooperative Legal Education Program (Co-op) is a unique feature of Northeastern University School of Law requiring each second- and third-year student to perform full-time legal work over four calendar quarters. Upon successful completion of nine months of academic studies which comprise the first year,

has convinced us that an organized system of supervision is absolutely essential to the successful employment of law students. It not only insures that employers receive better work products from their students, but also helps the students obtain a significantly improved practical legal educational experience. In the final analysis, this effort results in well-trained attorneys equipped to handle the evolving challenges of the practice of law.

This article outlines a model of supervision for legal employers and law students which is straightforward and functional, readily adaptable to the contemporary legal workplace, and responsive to the mutually dependent needs of employers and students. The first section defines and contrasts the two models of supervision under discussion—the traditional and the contemporary. The remaining two sections address supervision from the perspective of employer and student within the framework of the contemporary model.

I. Supervision: Definition by Model

Viewed in the context of practical legal education,² the term "supervision" refers to the process of directing the completion of work assigned to law students. Implicit in this definition is the expectation that the employer will provide guidance, constructive criticism, and a final critique of the student's work product in a timely and meaningful fashion.

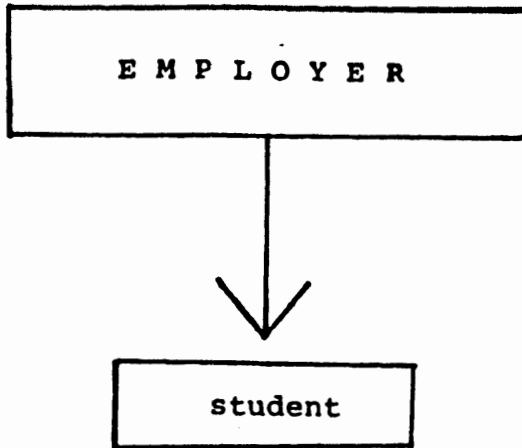
Under the traditional model of supervision, responsibility for directing and evaluating the student's work falls primarily upon the

students are divided into two sections, alternating work and academic quarters throughout the remaining 24 months of the second and third years. Students on co-op work for a variety of legal employers including large and small private firms, public defender and legal assistance organizations, federal and state judges and governmental agencies, corporate legal departments, consumer and special interest advocacy groups, and labor unions. Each student is encouraged to work in four different areas of law or types of legal employment in order to experience the diversity of opportunities, challenges and satisfactions available to a practicing attorney. The program currently enjoys the support of over 550 participating employers throughout the United States. Students perform a variety of legal work ranging from research and drafting of briefs and memoranda to assisting with trial preparation and representing clients under student practice rules. Each student's work performance is formally evaluated by a supervising attorney or attorneys, and the written evaluation becomes part of the student's permanent academic record.

² This term refers to the development of lawyering skills in students through "hands-on" experience.

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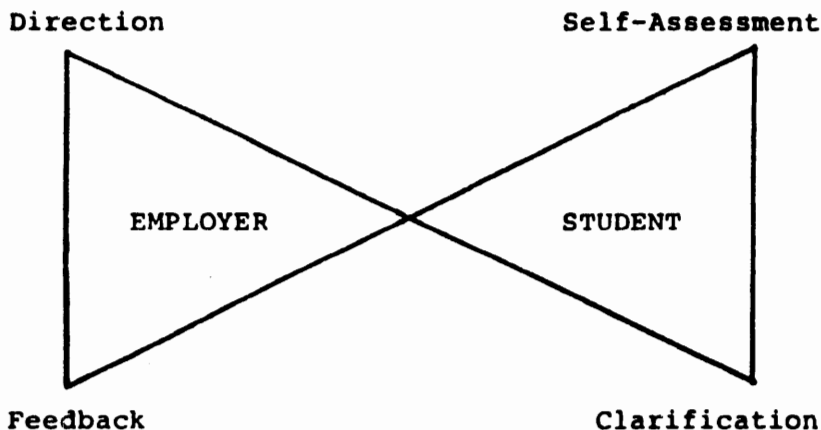
employer. If diagrammed, it would portray an active and a passive player in the following way:



The shortcomings of this traditional model are obvious. As passive recipients of whatever shape or form the supervision takes, students are neither expected nor encouraged to participate actively in the process of their practical legal education. When students assume no affirmative responsibility for structuring the supervisory role of the employer, they abdicate the power to influence the relationship in ways that could maximize the educational value of their work experience. Both the employer and the student lose the potential benefits which a good supervisory structure could provide. Moreover, students lose a valuable opportunity to develop a vital life skill—the ability to identify what they need and how to get it when their performance is on the line.

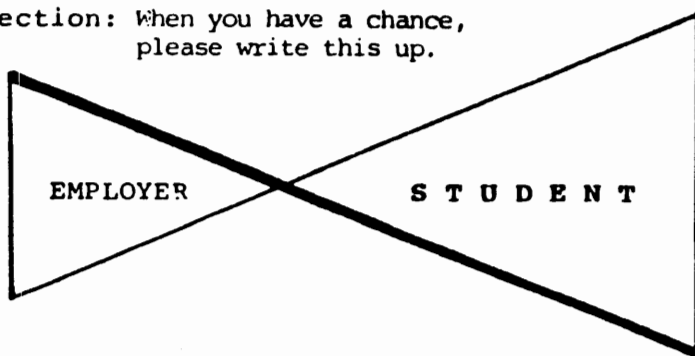
In contrast to the traditional model of supervision, we propose a Contemporary Model of Cooperative Supervision. As the name suggests, it contemplates an active interplay between the employer and the student with responsibility for supervision divided between them. If diagrammed, the model appears thus:

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As discussed in the sections which follow, the employer is expected to perform the traditional supervisory functions of providing Direction in making assignments and giving Feedback in evaluating performance. If supervision is inadequate, however, the student is expected to offset the employer's shortcomings through reliance on the processes of Self-Assessment and Clarification. For example, if the employer fails to provide adequate Direction, the student is responsible for seeking Clarification:

Direction: When you have a chance,
please write this up.

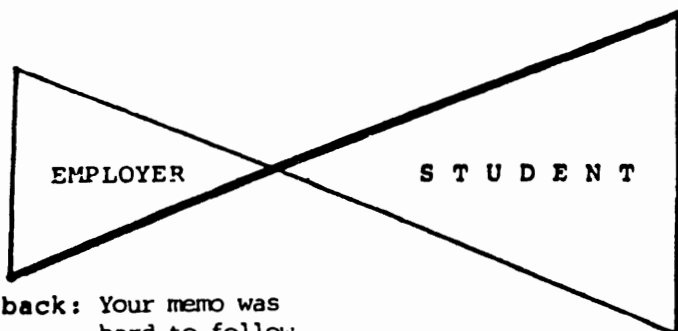


→ Clarification: When do you want
a first draft of the memo?

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Similarly, if the employer falls short in providing Feedback, the student is responsible for focusing the employer on whatever specific needs the student has identified through Self-Assessment:

→ Self-Assessment: Was there a better way to organize my work?



Feedback: Your memo was
hard to follow.

The sharing of responsibility for obtaining supervision distinguishes the contemporary model from the traditional, and makes it particularly suitable for law students and their employers, both of whom operate under very real time and work constraints.

II. Supervision: The Employer's Perspective

The underlying premise of a successful program of practical legal education is that employers and students provide mutual benefits to each other. Accordingly, the supervisory relationship must be designed to yield quality work for the employer while at the same time providing a positive learning experience for the student. Based upon our discussions with students and employers, there is little question that in the overwhelming majority of cases, a student's work product is affected by the quality of supervision the employer is able to provide. Thus, the willingness of employers to spend the requisite time properly supervising student effort is a prudent investment which results in significantly improved student performance.

In our contemporary model there are two basic components of supervision from the employer's perspective: Direction and Feedback. As indicated earlier, these operate in conjunction with the

two basic components of supervision from the student's perspective, Self-Assessment and Clarification.

A. Direction³

Direction refers to the employer's⁴ responsibility for adequately defining and explaining work assignments. While this may appear obvious, it is surprising how often it is neglected. When expectations are not clearly and fully communicated, the likely result is an unsatisfactory work product or performance.

In providing the necessary Direction for successful cooperative supervision, employers have a dual task: the first is defining the assignment; the second is exercising control over it.

1. DEFINING THE ASSIGNMENT

Employers define assignments by adopting a practical approach. This essentially means:

- (1) *The employer gives assignments which are well defined.* This basically requires the employer to give sufficient thought to the projects assigned. The employer clearly explains the objective or purpose of the project, and helps students focus on the relevant issues or tasks. This is applicable whether assignments are given orally or in writing. Understandably, there may be times when an assignment is unavoidably vague and overbroad. In these instances there must be a sharing of responsibility. The student's role is to help *define* the relevant issues through factual and/or legal research; the employer's responsibility is to *refine* the focus of the student's work in terms of the specific objective the employer has in mind.
- (2) *The employer provides sufficient factual background.* The employer places the assignment in its proper factual context. Facts not only make assignments more meaningful and interesting, but also serve as points of reference

³The authors wish to acknowledge the former Director of Cooperative Legal Education, Brian P. Lutch, for his contribution to the development of the text in this section.

⁴As used throughout this paper, the term "employer" refers to the person for whom an assignment is to be completed. Typically, the assignment to the student emanates from this individual and, in this context, that person is the student's "supervisor."

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which properly focus the student's research. In the absence of sufficiently developed facts, the employer may then provide the initial operating assumptions from which the student may begin the assignment.

- (3) *The employer provides a realistic framework for completion of the assignment.* The employer states how much time should be spent on the project and when it is due; what the required format, if any, is; and any other similar information pertinent to satisfactory completion of the project. Perhaps the most common problem encountered by students in this area is being told that a project should require "only a few hours to complete" when, in fact, much more time is necessary. Often, seasoned attorneys forget that students have not yet attained their level of skill and set inappropriate time limitations for completion of assignments. This not only undermines the self-confidence of students, but also frustrates the employer who may unfairly and inaccurately judge their capabilities when assigning future projects. Students find it most helpful when the employer gives them some guidelines and suggests that they check back if the assignment seems to be taking longer than anticipated.
- (4) *The employer suggests available office or library reference materials.* The employer shares the benefit of experience gained through years of practicing law by introducing students to particular resources or approaches to problem solving which may not be obvious. This includes knowledge of office form files, existing internal memoranda, useful case records, helpful library resources, and available staff who have expertise in key areas relevant to the assignment. While there is little doubt that students "learn by doing," there also is little doubt that students learn by example. Learning by doing is not eroded in any significant way when employers provide this important guidance for students.
- (5) *The employer answers questions which arise.* The employer is reasonably accessible to students and receptive to questions raised by them in the course of tackling their assignments. This increases productivity by helping students focus more clearly on their work. In the long run, it

helps ensure that employers receive useful work products from the students they employ. Being overwhelmed by lack of direction is counterproductive for both students and employers.

2. *EXERCISING CONTROL*

The second part of the employer's responsibility in providing Direction is exercising control over assignments. This is accomplished in three primary ways. First, employers should assign tasks with varying degrees of difficulty. If a student performs well, the employer can provide more challenging work; if the student's performance requires improvement, the work should be adjusted accordingly. As discussed later, students in both instances are made aware of their performance through the process of Feedback.

Second, employers should ensure that students have enough, but not too much work. While students expect to be busy and productive during the employer's normal working hours, they should not be overwhelmed with such a heavy load that evening and weekend time commitments become the rule instead of the exception. It is also important for employers to make sure that students are not overloaded at any one time with projects from too many attorneys. Law students are understandably valuable office resources. However, students sometimes find themselves in the untenable position of either having to accept too much work or risk offending an attorney by declining an assignment. To avoid this problem, the employer should designate a supervising attorney responsible for monitoring the flow of assignments.

Third, consistent with reasonable employer needs, assignments should encompass a spectrum of substantive and procedural areas of concentration, allowing for some flexibility for student interest. If possible, students should have the opportunity not only to acquire experience in a variety of substantive legal areas, but also to begin learning the diverse skills lawyers must utilize in their practices. For example, employers may give students the chance to analyze problems, perform legal research and writing, draft pleadings, interview clients, conduct factual investigations, assist with discovery, negotiate and advocate for clients, and observe conferences and various legal proceedings.

In all of this the employer remains calm. A little distance and a sense of humor can go a long way towards taking the edge off

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tensions which inevitably develop as a result of day-to-day work pressures. Students appreciate and respect an employer who is able to direct and correct their efforts in a professional manner.

B. Feedback

The second component of supervision from the employer's perspective is "Feedback." Feedback refers to the ongoing process of communicating to the student the employer's evaluation of the student's performance. As suggested by the definition, the three critical elements of Feedback are: (1) that it be an *ongoing*, not static, process; (2) that it be *communicated*; and (3) that it involve *constructive criticism*. All too often students do not specifically know how their performance is perceived by the employer. While many legal employers generally operate under the "no news is good news" rule, this silent approval system is not the most constructive way for students to measure their progress or for employers to receive consistently good work.

From a joint business and educational standpoint, early discussion and review of student performance is beneficial to both employers and students. If there are areas in which the employer believes a student can improve or refine skills—for example, research techniques, legal analysis, writing style or oral presentation—the employer should advise the student of this perception *early* in the supervisory relationship.

Early Feedback is important for a number of reasons. Foremost, it has the immediate benefit of giving a student enough time to focus on and improve those skills which the employer has indicated need to be strengthened; future work performance typically shows dramatic improvement. If a student is not made aware of a perceived weakness, the student may presume everything is fine and take no corrective action.

Similarly, if an employer believes that a student is performing exceptionally well, early communication of that perception is equally important. It is easy for an employer to forget that students are entering a field that is still very new to them. Regardless of their maturity or prior experience, law students are especially subject to feelings of insecurity, and Feedback is the key in helping them gain more confidence.

In our Contemporary Model of Cooperative Supervision, we have identified nine primary categories of performance appraisal

which employers can use to provide Feedback to students.⁵ Within each category is a breakdown of relevant tasks or traits typically used by employers to assess student performance. By looking at these categories in terms of the specifics of a given assignment, employers will be able to provide the requisite constructive criticism for students. The nine categories of Feedback are as follows:

(1) *Research Ability*

- knows the basic, noncomputer library research tools and how to use them
- is familiar with computerized legal research resources
- does thorough, careful and accurate work
- produces practical and useful results

(2) *Legal Analysis*

- integrates legal concepts and theory with facts in a coherent and logical progression
- able to identify relevant issues and distinguish a logical hierarchy among them

(3) *Intellectual Capacity*

- displays intellectual curiosity
- thinks creatively and imaginatively
- develops alternative avenues of argument
- pursues analogous extensions in areas where the law is nebulous
- explores subsidiary and related issues uncovered by research to develop innovative legal theory

(4) *Writing Skill*

- writes clearly, precisely and persuasively
- drafts well-organized written assignments
- cites accurately and properly

(5) *Clarity of Oral Expression*

- speaks well and is easily understood

⁵ These categories were developed through an analysis of hundreds of student-performance evaluations submitted by employers participating in the Cooperative Legal Education Program. See n. 1, *supra*.

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- able to discuss issues clearly
- communicates effectively in various advocacy proceedings

(6) *Judgment*

- is mature
- exercises good common sense
- knows how and when to ask questions or seek additional consultation
- sets appropriate priorities in handling assigned work

(7) *Responsibility*

- is trustworthy and acts ethically
- takes initiative
- is dependable and conscientious about work
- meets deadlines and manages time well
- works independently and efficiently without sacrificing quality
- accepts criticism and constructively modifies work habits

(8) *Client Relations*

- develops effective working relationships with clients
- is sensitive and responsive to client needs
- knows how to be diplomatically persistent

(9) *"Plus" Traits*

- shows an interest in the employer's work
- has a sense of humor
- is cooperative and accommodating to the needs of the office
- is even-tempered
- remains unruffled in emergency situations
- is courteous and respectful to all staff
- demonstrates sensitivity to office human relations dynamics
- appears self-confident and enthusiastic
- maintains a professional demeanor

Using the above categories to identify the areas where Feedback is appropriate, employers can provide students with the

essential constructive criticism which we have seen result in improved work performance.

Just as important as providing Feedback is the *timing* and *frequency* of such performance evaluations. In order for Feedback to be effective, it must be given at a point where it will have the greatest impact. While the conclusion of a short-term period of employment might be appropriate for an overall, general evaluation, it is totally ineffective if the objective is to provide students with an opportunity to improve their work while they are still with the employer. In order to ensure meaningful opportunities for performance evaluations, it is necessary that *definite meeting times* be set aside in the busy schedules of both the employer and the student to allow for Feedback.

We recommend that meetings between employers and students be limited to 15-25 minutes so that the sessions are productive without becoming burdensome. At the meeting, the employer provides the student with detailed Feedback on the student's performance to date. The Feedback focuses both on areas in which the student is excelling, and those in which improvement is needed.

The first meeting should be scheduled early at a strategic point of intervention: for example, in a full-time internship of eight to twelve weeks, sometime during the second week; or in a part-time internship of ten to twenty hours per week, sometime closely following the completion of the first substantive assignment. Thereafter, subsequent meetings should be held regularly every one or two weeks, unless the student takes the initiative in requesting an intervening meeting or circumstances dictate that the employer schedule one. The conclusion of the employment period then provides a final Feedback opportunity for the employer to review the overall progress of the student.

Students continually express a strong need and desire for consistent Feedback to help them improve their legal skills. It has been our experience that employers who have been sensitive and responsive to the need of students for Feedback have benefited tremendously from vastly improved student work performance.

III. Supervision: The Student's Perspective

For the overwhelming majority of students, supervision is perceived as something over which they have no control. Employers are consistently criticized or praised by students in terms of the

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degree of supervision provided. As discussed above, the concerns expressed by students generally focus on the two components of supervision from the employer's perspective, Direction and Feedback. Students earnestly want to perform well; they instinctively look to their employers for Direction on how to focus their work and Feedback on their performance. When supervision from the employer is perceived as timely and substantive, there is no problem; when it is not, the potential for an unsatisfactory work relationship drastically increases.

In our Contemporary Model of Cooperative Supervision, we propose a more active role for students to play in the supervisory relationship with their employers. Specifically, students are expected to offset any shortcomings in the supervision they receive through the processes of Clarification and Self-Assessment. By sharing responsibility for structuring the supervisory relationship, students learn how to make a difference for themselves and maximize the mutual benefits of their work relationship with employers.

A. Clarification

Clarification refers to the student's responsibility to obtain additional information and/or further explanation to complete an assignment satisfactorily. Under our Contemporary Model of Cooperative Supervision, Clarification operates in conjunction with the employer's responsibility to provide appropriate and adequate Direction when making an assignment.

What we have found interesting in our experience is a surprising reticence among students to ask questions or seek assistance, especially after an assignment has been given. This reluctance to request help has its genesis, no doubt, in the inherent imbalance of power in the relationship between employers and students, and the universal dread among students of being perceived as incompetent. While the basic nature of that relationship probably will not change, it is essential that students overcome the self-defeating perception that asking questions is a sign of weakness. Indeed, our Contemporary Model of Cooperative Supervision imposes a structural obligation upon students to help themselves. Clarification serves to legitimize what, in fact, are the absolutely valid questions and concerns raised by students about their assignments.

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Clarification typically takes place both at the time an assignment is given and at various points during the course of its completion. Irrespective of the particular assignment, it behooves the student to understand clearly and exactly what the employer wants since their mutual goal is to produce a satisfactory work product or performance. If the employer fails or neglects to provide the requisite Direction, the student then must seek appropriate Clarification. Clarification through *questioning* is appropriate when:

(1) *Assignments are ill-defined*

- What is the objective of the employer or client?
- What are the legal issues or factual questions to be addressed?
- What are the specific tasks to be performed?

(2) *Insufficient facts are provided*

- What is the proper factual context of the assignment?
- Where are the case files?
- What assumptions, if any, should be made in approaching the assignment?

(3) *Assignments are too open-ended*

- How much time should be spent on the assignment?
- Against what client should billable time be charged?
- When is the assignment due?
- Is there a standard office format for citations, memoranda, briefs, letters, etc.?
- Is periodic reporting on the progress of the assigned work expected?

(4) *Frustration blocks progress*

- Should ancillary questions/issues/theories suggested by the research be pursued?
- Is there a problem if completion takes longer than anticipated?
- What office resources (form files, staff with relevant expertise, etc.) are available?
- What library reference materials would be good starting points for the research?

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- Does this approach to the problem make sense, or could an alternative one be suggested?

Likewise, Clarification through *communication of needs* is appropriate when:

- (1) *There is too much or not enough work*
- (2) *Assignments are too challenging or not challenging enough*
- (3) *No variety in the type of assignments is provided*
- (4) *A special area of interest for the student exists*

Students can seek Clarification through a number of strategies. Depending upon the "standard operating procedures" of the particular employer and the kind or degree of Clarification sought by the student, these may include: (1) brief and informal "catch as you can" encounters; (2) more formal office meetings; (3) appointments scheduled through a secretary; (4) informal handwritten memoranda outlining basic questions; (5) informal typed memoranda confirming the student's understanding of an oral assignment; (6) formal typed memoranda detailing issues and concerns which arise during the course of the assignment; and (7) consultation with individuals not directly involved with the assignment. In terms of cooperative supervision, the critical factor in each of these instances is that students play an active role in structuring the supervisory relationship to maximize the educational value of their work experience. When their experience is on the line, they not only can identify what they need, but also know how to get it.

B. Self-Assessment

Self-Assessment refers to the undelegable task of students to define the developmental areas which are to be the focus of their work. It is a fiercely personal examination producing results which vary from student to student, depending upon a myriad of factors. For most students, Self-Assessment is a difficult exercise. It means they must address the question, "What do I want to accomplish?," and then analyze the steps necessary to achieve the identified objective.

The basic inquiry of Self-Assessment requires students to identify the areas or type of practice which interest them. This consideration bears directly on their preliminary decision as to the

kind of legal employment they will seek. It takes into account the student's depth of experience, background and values, ranging from the more obvious records of academic achievement and work history to the more subtle societal and personal influences which mold individual drives and desires. Through this directed inquiry students lay the foundation upon which they will build as they develop the skills necessary for successfully practicing law within their particular areas of interest.

Regardless of the many differences which naturally occur among students, the focal inquiry of Self-Assessment involves identifying the basic competencies essential to becoming an effective lawyer. These competencies approximate the substantive areas and criteria which comprise the categories of performance appraisal used by employers to provide Feedback to students.⁶ Students can measure their performance against these ideals, and then direct their focus more specifically on those areas in which they must develop and/or refine their practical legal skills. The competencies which we identify in our Contemporary Model of Cooperative Supervision are as follows:

(1) *Legal Research Skills*

- Do I have knowledge of and can I use with relative ease the noncomputer library research tools for finding statutory and case law in both the federal and state systems?
- Do I know the relevant secondary sources for legal research, and when and how to use them?
- Do I understand the interrelationship among the various reference materials?
- Am I becoming familiar and comfortable with using computerized research tools?
- Do I know how to develop an effective and efficient research strategy?
- Do I understand when it is appropriate to expand my research and, conversely, when to stop it?
- Are the results of my research practical and useful?
- Is my Shepardizing automatic and flawless?

⁶ See nn. 1 and 5 *supra*.

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(2) *Legal Reasoning Skills*

- Do I have a solid grasp of the fundamental legal concepts presented in my core academic curriculum?
- Can I identify and distinguish between the primary and subsidiary legal issues presented in a reported case or a real-life problem?
- Do I take the time to clarify my thinking process—to isolate the issues presented in a given problem and think through the results of my research to their logical conclusion?
- Do I know how to develop a cogent legal analysis or case strategy by applying "the law" (legal concepts and/or theory) to the facts of a given case?
- Do I explore alternative legal theories or avenues of argument when appropriate?
- In areas where the law is nebulous, do I know how to pursue analogous situations and logical extensions?
- Do I attempt to think creatively and imaginatively in developing innovative legal theory?

(3) *Writing Skills*

- Do I have full command of the fundamentals of good writing—correct grammar, proper punctuation, good organization, and appropriate vocabulary?
- Do I formulate and express my ideas clearly and precisely?
- Do I write fluently and persuasively?
- Is my writing style appropriate to the given work product (client letter, court brief, in-house memorandum, etc.)?
- Are my citations accurate? Are they in proper Blue Book or acceptable office form?
- Do I critically edit and carefully proofread my work?
- Does the visual presentation of my written work (format, neatness, etc.) comport with expected office standards?

(4) *Oral Skills*

- Do I speak in a clear voice and articulate well?
- Do I use language easily and fluently?
- Do I express my thoughts clearly and persuasively?

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- Have I taken appropriate remedial steps to address any impediments to effective use of language?
- Am I an effective communicator in advocacy proceedings?

(5) *Developmental Skills*

- Do I manage my time effectively so that I work efficiently without sacrificing quality?
- Am I able to set appropriate priorities in handling my work load?
- Am I organized?
- Do I pay attention to necessary details?
- Can I work independently and take initiative?
- Do I meet deadlines? Do I keep appointments on time?
- Am I even-tempered and able to work under pressure without showing it?
- Am I dependable and conscientious?
- Is my conduct ethical at all times?
- Do I listen carefully and follow directions well?
- Do I project a positive attitude?
- Am I developing a sense of the particular skills which are especially characteristic of successful attorneys who practice law in the area(s) which interest me?
- Is my overall demeanor professional?
- Can I accept criticism and constructively modify my work habits?

(6) *Interpersonal Skills*

- Do I know how and when to ask questions or seek additional consultation?
- Am I sensitive to office human relations dynamics?
- Do I exercise good judgment and common sense in day-to-day office affairs?
- Am I able to develop effective and cooperative working relationships with my colleagues as well as clients?
- Do I know how to be diplomatically persistent?
- Am I courteous to all persons with whom I have a working relationship, regardless of their status?

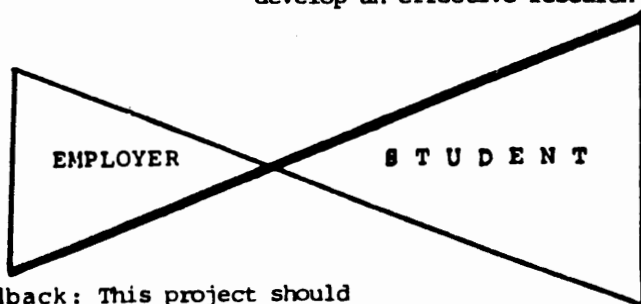
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- Have I developed a sense of humor, and do I know when and how to use it effectively?

Through the process of Self-Assessment, students can use these competencies as points of reference from which to examine and track the progress of their practical legal skills development.

Complementing employer Feedback, Self-Assessment operates to balance the interplay between employers and students. It is a powerful tool which a student can use repeatedly to focus the employer on whatever specific need the student has targeted. For example, in response to an employer's comment that an assignment "took too long to complete," the student who has pinpointed legal research skills as an area requiring improvement can take the initiative in asking for specific advice on how to develop a more effective research strategy. The employer's offhand criticism thereby becomes more than just a confirmation of what the student already knows; it becomes an opportunity for the student to learn how to improve research techniques in the future. The goals of both the student and the employer—improved research skills and more efficient use of time—are achieved. If diagrammed, this example would appear thus:

→ Self-Assessment: What is a good way to develop an effective research strategy?



Feedback: This project should not have taken so long to complete.

It has been our experience that when students, in the face of insufficient Feedback, take the initiative and assume responsibility for requesting specific guidance, even the busiest employers have been responsive to such requests.

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Herein lies the key to cooperative supervision: Students not only are encouraged to share responsibility for their practical legal education, but also are expected to share control for structuring the supervisory relationship. Since students understand the basis upon which their work performance will be evaluated by an employer, they can help focus the employer's supervision on whatever areas they perceive as needing improvement whenever the employer falls short in providing Feedback. By referring to the competencies outlined above, students are provided with the framework for engaging in the process of Self-Assessment. This, in turn, facilitates effective supervision through promoting cooperative interplay between students and employers.

Conclusion

Effective supervision of law students need not be an enigma for legal employers. While the realities of the contemporary legal workplace have created a natural tension in this area and rendered the traditional model of supervision outmoded, they have spurred the development of a new and viable Contemporary Model of Cooperative Supervision. Designed to be wholly functional, this model competently meets the mutually dependent needs of law students and legal employers through requiring focused and shared responsibility for structuring the supervisory relationship. Both groups then share the benefits—employers receive enhanced work products, and students develop into better lawyers.

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