



**BAY AREA CONSORTIUM ON EXTERNSHIPS**



*Presents*

## **WORKING WITH MILLENNIALS: EFFECTIVE FEEDBACK**

***Featuring***

Rita-Marie Conrad, Ph.D., ***Senior Consultant, Center for Teaching and Learning***, UC Berkeley

Betsy Candler, J.D., ***Director for the LL.M. Legal Research and Writing Program***, UC Berkeley, School of Law

Mai Linh Spencer, ***Visiting Clinical Professor***, UC Hastings College of the Law, moderator

November 18, 2014  
U.C. Berkeley School of Law



## MEMBER SCHOOLS – WEB ADDRESSES AND CONTACT LIST

### **Golden Gate University School of Law**

<http://www.ggu.edu/externshipclinics>

#### **Michele Neitz**

*Professor of Law and Director of Externship Program  
Golden Gate University School of Law  
536 Mission Street  
San Francisco, California 94105  
[mneitz@ggu.edu](mailto:mneitz@ggu.edu) / 415-442-6675*

### **JFK University College of Law**

<http://www.jfku.edu/Programs-and-Courses/College-of-Law/Law-Clinical-Opportunities.html>

#### **Ora Prochovnick**

*Professor of Law and Director of Clinical and Public Interest Law Programs  
JFK University College of Law  
100 Ellinwood Way  
Pleasant Hill, CA 94523  
(925) 969-3356 / [oprochovnick@jfku.edu](mailto:oprochovnick@jfku.edu)*

### **Santa Clara University School of Law**

<http://law.scu.edu/apd/externship.cfm>

#### **Sandra "Santee" Magliozzi**

*Associate Dean for Experiential Learning,  
Clinical Professor of Law  
Santa Clara University School of Law  
500 El Camino Real  
Santa Clara, CA 95053-0448  
(408) 554-5015 [smagliozzi@scu.edu](mailto:smagliozzi@scu.edu)*

#### **Thiadora Pina**

*Assistant Clinical Professor of Law  
Assistant Director, Externship Program  
(408) 551-1609 [tpina@scu.edu](mailto:tpina@scu.edu)*

### **Stanford Law School**

<http://www.publicinterestlaw.stanford.edu>

#### **Jory Steele**

*Director of Pro Bono and Externship Programs  
Lecturer in Law  
John and Terry Levin Center for Public Service and Public Interest Law  
559 Nathan Abbott Way  
Stanford, CA 94305-8610  
(650) 725-7909 [jsteele@law.stanford.edu](mailto:jsteele@law.stanford.edu)*

### **University of California, Berkeley School of Law**

<http://www.law.berkeley.edu/179.htm>

#### **Sue Schechter**

*Director, Field Placement Program  
UC Berkeley School of Law  
489 Simon Hall  
Berkeley, CA 94620-7200  
(510) 643-7387 [sschechter@law.berkeley.edu](mailto:sschechter@law.berkeley.edu)*

### **University of California, Hastings College of the Law**

<http://www.uchastings.edu/academics/clinical-programs/Externships/index.php>

#### **Mai Linh Spencer**

*Visiting Clinical Professor  
Academic Director, Lawyers for America  
Faculty Supervisor, Legal Externship Program  
UC Hastings College of the Law  
200 McAllister Street  
San Francisco, CA 94102  
(415) 565-4743 [spencerm@uchastings.edu](mailto:spencerm@uchastings.edu)*

#### **Nancy Stuart**

*Clinical Professor of Law  
Associate Dean for Experiential Learning  
(415) 565-4620 [stuartn@uchastings.edu](mailto:stuartn@uchastings.edu)*

### **University of the Pacific, McGeorge School of Law**

<http://www.mcgeorge.edu/x1915.xml>

#### **Colleen Truden**

*Director, Field Placement Program, Lecturer in Law  
University of the Pacific McGeorge School of Law  
3200 Fifth Avenue  
Sacramento, CA 95817  
(916) 340-6104 [ctruden@pacific.edu](mailto:ctruden@pacific.edu)*

### **University of San Francisco School of Law**

<http://www.usfca.edu/law/clinicsexternships/>

#### **Nira Geevargis**

*Assistant Professor and Director  
University of San Francisco School of Law  
2130 Fulton Street  
San Francisco, CA 94117  
(415) 422-4467 [nageevargis@usfca.edu](mailto:nageevargis@usfca.edu)*



# BAY AREA CONSORTIUM ON EXTERNSHIPS

## Working with Millennials: Effective Feedback

Supervising Attorney Training November 18, 2014

### Contents

Presenter Bios	1
Supervising Attorney Characteristics	2
Providing Feedback to Millennials Powerpoint presentation	3
BACE forms:	
Professional Development Plan	12
Actual Mid-Semester Self-Assessment and Final Evaluations	13
Feedback Rubric for Written Work	23
LSAC Successful Lawyering Study	25
Working with Millennials Bibliography	26
UC Berkeley Public Service Center Tips and Techniques for Community Partner Supervisors	27

**Working with Millennials: Effective Feedback****Presenter Bios**

**Betsy Candler** is the Director for the LL.M. Legal Research and Writing Program at Berkeley Law School. Her practice focuses on alternative dispute resolutions, including mediation and facilitation. Prior to becoming a mediator, she worked for over a decade in criminal defense.

**Rita-Marie Conrad** is an online learning strategist and educator, award-winning author and consultant. She is currently assisting the University of California-Berkeley Center for Teaching and Learning in supporting, enhancing and promoting the development of 21st century learning experiences.

**Mai Linh Spencer** , moderator, is the Academic Director of Lawyers for America and also teaches and supervises students in the Legal Externship program at U.C. Hastings.

## Supervising Attorney Characteristics

Indicate which of the following describe you. Circle or check all that apply.

<b>Open-minded</b>	<b>Want to be respected</b>	<b>Want instant gratification</b>	<b>Ambitious</b>	<b>Don't take the word "no" as final</b>
<b>Multi-tasker</b>	<b>Liberal</b>	<b>Self-expressive</b>	<b>Tech-savvy</b>	<b>Civic-minded</b>
<b>Believe in yourself</b>	<b>Want career advancement</b>	<b>Want great role models</b>	<b>Hate to be bored</b>	<b>Want recognition for contributions</b>
<b>Value work-life balance</b>	<b>Dream big</b>	<b>Overtly passionate about equality</b>	<b>Want transparency in work relationships</b>	<b>Optimistic yet practical</b>
<b>Confident</b>	<b>Team-oriented</b>	<b>Achievement oriented</b>	<b>Pressured to excel</b>	<b>Inclusive</b>

Total: \_\_\_\_\_

## Providing Feedback to Millennials

Betsy Candler, J.D.  
Director  
LL.M. LRW Program  
Berkeley Law

Rita-Marie Conrad, PhD  
Senior Consultant  
University of California-  
Berkeley  
Center for Teaching and  
Learning

---

---

---

---

---

---

---

---

### Agenda:

- I. Introductions/Goals
- II. Overview of Millennials
- III. Overview of Feedback
- IV. BACE Tools &  
Expectations

---

---

---

---

---

---

---

---

### I. Introductions & Goals

#### Goals:

- 1. Make Supervising Attorneys aware of BACE tools for student feedback.
- 2. Provide ideas to consider and practice with Millennials and Growth Mindset.

---

---

---

---

---

---

---

---

## II. Overview of Millennials

Know your  
audience...

but don't make  
presumptions.

---

---

---

---

---

---

---

## III. Overview of Feedback

- Feedback is everywhere, all  
the time.

- Growth Mindset:

Dr. Carol Dweck's book Mindset: The  
New Psychology of Success (2006).

*People with Growth Mindsets:*

- 1) Are better able to assess their  
current abilities; and
- 2) See challenges as opportunities  
and feedback is a useful tool in  
learning and growing.

---

---

---

---

---

---

---

## III. Overview of Feedback

Thanks for the  
Feedback: The Science  
and Art of Receiving  
Feedback Well,

by Douglas Stone and Sheila  
Heen, authors with Bruce Patton  
of Difficult Conversations.

---

---

---

---

---

---

---

### III. Overview of Feedback

#### Categories of Feedback

- A. Appreciation
- B. Coaching
- C. Evaluation

---

---

---

---

---

---

---

---

### III. Overview of Feedback

#### A) Appreciation:

- You are seen.
- You are valued.
- You are thanked.

---

---

---

---

---

---

---

---

### III. Overview of Feedback

#### B) Coaching:

Skills – Here is how you can improve a skill.

Relationship – “There is a problem with you.”  
(Really, there is a problem with us.)

---

---

---

---

---

---

---

---



### III. Overview of Feedback

#### C) Evaluation:

Where you stand –  
in relation to where I  
should be,  
or  
in relation to others.

---

---

---

---

---

---

---

---

### IV. BACE Tools & Expectations

1. Professional Development Plan
  - Using the Shultz & Zedeck "26 Skills."
  - SA signs off on this.
2. Mid-Semester Self-Assessment
  - Done by student; reviewed with SA and FS.
3. Final Evaluation

---

---

---

---

---

---

---

---

### V. Science of Feedback (TFTF)

*"Theory of Mind"* –  
described as our "ability to read nuances in faces and tone" (p. 82).

Much of this is unconscious.

---

---

---

---

---

---

---

---

### Feedback (TFTF)

#### Clash of Human Needs:

- We enjoy challenges, learning, and growing...
- We need to feel respected (safe, accepted).

---

---

---

---

---

---

---

#### Intentions v. Impact:

We know the details and specifics of our own actions; but we make assumptions and label others (and they do the same to us).

---

---

---

---

---

---

---

### VI. Takeaways

1. Millennials want a good fit; they are looking for meaning.
2. Think about 3 Categories of Feedback, Use Them Purposefully & Explicitly.
3. Use the BACE tools!
4. Academic Credit demands substantive feedback. Done well, it's more efficient and effective.

---

---

---

---

---

---

---

## Chapter 3: Identity, Priorities and Outlook

Looking at themselves in relation to others, most Millennials say that theirs is a unique generation. Six-in-ten (61%) say they think of their own age group as unique and distinct from other generations; 37% do not.

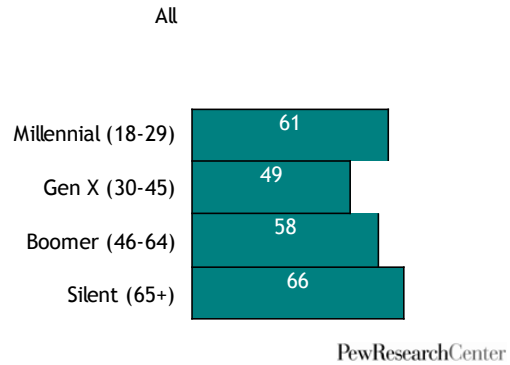
Millennials are not alone—other generations also see themselves as unique in varying degrees. About half of Gen Xers (49%) see their generation as unique as do 58% of Boomers and 66% of Silents

When asked to name some ways in which their generation is unique and distinct, responses differ widely across age groups. Among Millennials

who see their generation as unique, technology use is the single most popular response. Roughly a quarter of those under age 30 (24%) say technology is what sets their generation apart. Other ways in which Millennials see themselves as unique include their music, pop culture and style (11%), and their liberalism and tolerance (7%). Gen Xers also point to technology as a defining characteristic of their generation—but just 12% name this as a way in which they differ from other generations. In addition, 11% of Gen Xers say their work ethic sets them apart.

### Is Your Generation Unique?

% saying that their age group is unique and distinct



### What Makes Your Generation Unique?

Millennials	Gen X	Boomers	Silent
1. Technology use (24%)	Technology use (12%)	Work ethic (17%)	WW II, Depression (14%)
2. Music/Pop culture (11%)	Work ethic (11%)	Respectful (14%)	Smarter (13%)
3. Liberal/Tolerant (7%)	Conservative/Trad'l (7%)	Values/Morals (8%)	Honest (12%)
4. Smarter (6%)	Smarter (6%)	"Baby Boomers" (6%)	Values/Morals (10%)
5. Clothes (5%)	Respectful (5%)	Smarter (5%)	Work ethic (10%)

Note: Based on respondents who said their generation was unique/distinct. Items represent individual, open-ended responses. Top five responses are shown for each age group. Sample sizes for sub-groups are as follows: Millennials, n=527; Gen X, n=173; Boomers, n=283; Silent, n=205.

PewResearchCenter

<http://www.pewsocialtrends.org/2010/02/24/millennials-confident-connected-open-to-change/>

Three-in-ten Millennials say having a successful marriage is one of their most important life goals. Here they differ somewhat from the rest of the public; of those ages 30 and older, 35% place the highest level of importance on having a successful marriage. Among Millennials, whites are more likely than nonwhites to place a high priority on marriage. A third of non-Hispanic whites rank a successful marriage as one of the most important things in their life, compared with 25% of nonwhites.

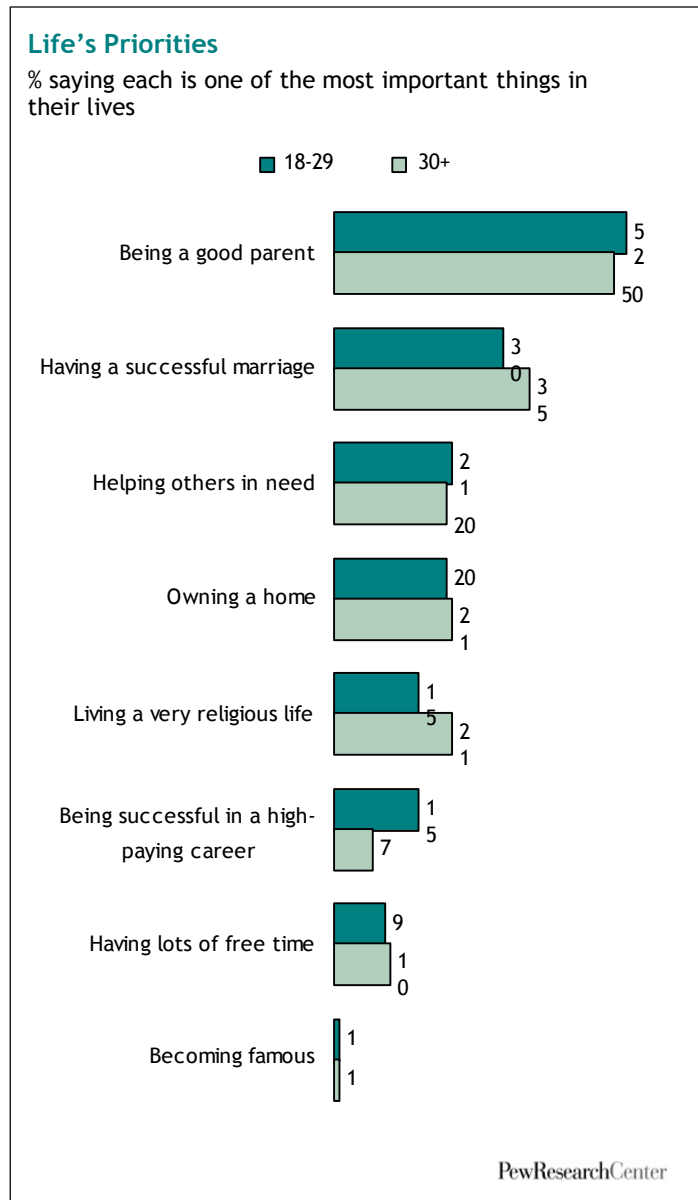
Roughly a quarter of Millennials (23%) say they are currently married, compared with 59% of Gen Xers and 64% of Boomers. In general, young people are less likely to be married now than was the case 20 years ago.

Beyond marriage and family, 21% of Millennials say that helping people who are in need is one of the most important things in their life. Older generations agree—20% of those ages 30 and older say helping others is one of their most important goals. Equally important is owning a home. Among Millennials, 20% say owning their own home is one of the most important things to them. Similarly,

21% of those ages 30 and older place the highest importance on owning a home.

Religion is a lower priority for Millennials. Some 15% say living a very religious life is one of their most important goals, and an additional 28% say it is very important but not one of the most important things. About a quarter (26%) say this is not important to them. Older generations are more likely to place a high importance on this—21% of those 30 and older say that living a very religious life is one of the most important things in their life.

Millennials place more importance on being successful in a high-paying career than they do on living a religious life. Some 15% say being successful in their career is one of the most important things in their life. An additional



47% say this is very important, though not one of the most important things. Among the older generations, only 7% rate a high-paying job as one of the most important things in their life.

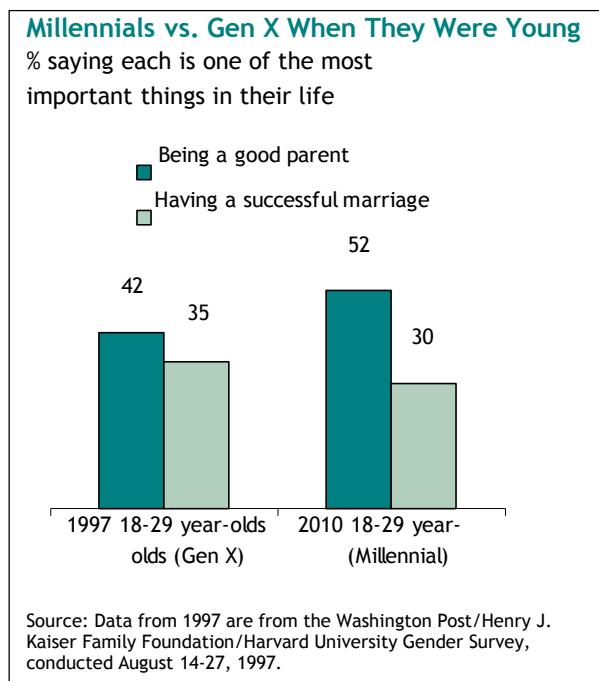
Having lots of free time to relax and do things they want to do is not a high priority for Americans of any age. Only 9% of adults under age 30 say this is one of the most important things in their life. Among those ages 30 and older, 10% place the highest priority on free time.

In spite of the fact that they have come of age in the era of YouTube and reality TV, very few Millennials consider becoming famous an important life goal. A mere 1% say this is one of the most important things in their life, and 3% consider it very important but not one of the most important things. The vast majority (86%) say fame is not important to them. Older generations feel much the same: Just 1% say achieving fame is one of the most important things to them, while 87% say it is not important to them at all.

Several of these life goals were included in a 1997 survey conducted by the Washington Post, The Henry J. Kaiser Family Foundation and Harvard University. The findings from that study provide some insight into the

goals of Gen Xers, who are now ages 30-45, when they were younger.<sup>10</sup> For the most part, the priorities of Millennials are similar to those held by Gen Xers at a similar stage of life. Gen Xers placed more value on family relationships than on career goals or religious life.

However, Gen Xers viewed parenting as less important and marriage as slightly more important when compared with how Millennials feel today. In the 1997 survey, 42% of adults ages 18-29 said being a good parent was one of the most important things in their life. Among today's Millennials, 52% say being a good parent is one of the most important things to them. In 1997, adults under age 30 were more likely than their older counterparts to place a great deal of importance on having a successful marriage. Today, just the opposite is true.



PewResearchCenter

<sup>10</sup> The 18-29 year-old age group from 1997 provides a close approximation of Gen X at that time.

PewResearchCenter

<http://www.pewsocialtrends.org/2010/02/24/millennials-confident-connected-open-to-change/>

The recession has changed the work experience of many Millennials. For some, hard times have meant a part-time job instead of full-time employment. For others, the recession has led to delayed entry into the labor market, either by enrolling in school or lingering longer in college. For still others, it has meant a lengthier wait for a job.

The proportion of Millennials employed full time has fallen from 50% in 2006 to 41% today. At the same time, the proportion of this generation who work part time or are full-time students has increased by 3 percentage points to 24% and 13%, respectively, and the share of those ages 18 to 29 who are not employed increased by 4 percentage points to 24%. While

these smaller shifts are not statistically significant, they are roughly similar to the declines that have been documented by government employment statistics collected over the past four years.

Census statistics also tell another story. About six-in-ten Millennials (63%) are currently employed. That is a significantly smaller share than the proportion of Gen Xers (70%) or Baby Boomers (66%) who were working when those generations were the same age.

### Career and Job-Switching among Millennials

Predictably, America's newest workers are far more likely than older workers to say they are likely to switch careers or to change employers sometime in their work lives.

According to the Pew Research Center survey, about two-thirds of all employed Millennials say it is "very likely" (39%) or "somewhat likely" (27%) they will switch careers sometime in their working life, compared with 55% of Gen Xers and 31% of Baby Boomers. Remarkably, nearly six-in-ten employed Millennials say they *already* have switched careers at least once, suggesting that many Millennials are trying out different careers or that some respondents equated a job change with a career switch.

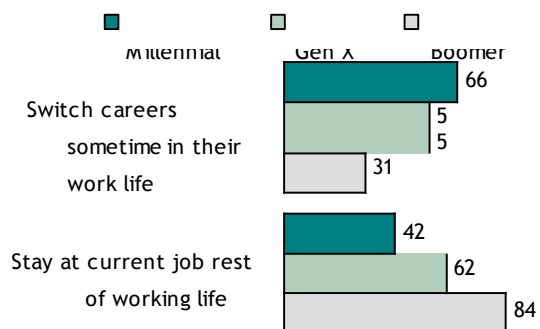
#### Full-time Employment by Generation, 2006-2010

% of each generation employed full time...



#### Attitudes toward Job, Career

% of each generation who say it is likely they will



## PROFESSIONAL DEVELOPMENT PLAN

### I. Primary Professional Development Goals

**The items below in BOLD are those activities which, according to my supervisor, I can expect to accomplish throughout the semester. As for the rest, my supervisor told me that he will continue to look for opportunities in the office that will allow me to accomplish these goals.**

- A. To improve oral argument skills.
  - **By observing attorneys argue motions in court, or by observing trials.**
  - **By discussing oral argument strategy with attorneys; what worked, what did not work as well, etc.**
  - By practicing at least three oral arguments with supervisors, and obtaining feedback
  - **By arguing at least three motions in court over the course of the semester.**
- B. To improve information-gathering skills.
  - **By observing attorneys conduct client and/or witness interviews, counseling, or depositions.**
  - By preparing interview outlines for upcoming interviews/counseling/depositions, identifying your goals for the interview and the topics to be explored; review with supervisor.
  - By conducting at least one interview with a client and/or witness which is observed by supervising attorney; obtain feedback.
  - **By drafting discovery responses and requests.**
- C. To improve negotiation skills.
  - **By observing attorneys in mediation/arbitration; debriefing.**
  - **By discussing mediation strategy with attorneys prior to actual mediation.**
  - By identifying general techniques, dos and don'ts, etc.
  - By having mock negotiations with supervisors; obtain feedback.
  - **By reading recommended portions of *Getting to Yes***

### II. Measuring Progress

Every month, I will review my Professional Development Plan with my supervisor in order to:

- identify which of the above goals / activities I can expect to work on in the upcoming month;
- identify, based on my performance, which of the above goals / activities I should focus more attention on

STUDENT MID-TERM SELF-ASSESSMENT  
UC BERKELEY SCHOOL OF LAW

Extern: \_\_\_\_\_ Semester/Year: \_\_\_\_\_ Fall \_\_\_\_\_

Supervisor(s): \_\_\_\_\_

Placement: \_\_\_\_\_ Judicial Externship \_\_\_\_\_

At this midpoint in your externship, you have completed a body of work and received feedback from which you may assess your skills. You are encouraged to be thoughtful, candid and specific in your assessment. Upon completion, please discuss your self-assessment with your supervisor, make any modifications subsequent to your discussion, have your supervisor sign the form, and forward the evaluation to your faculty supervisor.

Please provide a brief description of the range of tasks and responsibilities you have been given thus far:

I completed a bench memo on a motion to suppress evidence due to a warrantless arrest. I also summarized the current status of approximately 90 cases on the judge's docket. I have also worked on short research assignments for discrete legal issues relating to res judicata and selective enforcement. I am currently working on bench memos for a motion to dismiss (for a class action lawsuit) and a motion for default judgment.

**Research and Analytical Skills**

How well are you able to identify and address relevant issues; how thorough and complete is your research; are you able to develop an effective and efficient research strategy?

**Comments/Examples:**

I believe I do a good job identifying and addressing relevant issues. I try to be as thorough and complete in my research as possible, and this perhaps results in me spending more time than is necessary on the research aspect of my bench memo. When I have been given specific research assignments for discrete topics or have received feedback that asks me to conduct further research into a single issue, I believe I have done a good job of finding cases that are on point.

**Writing Skills**

How well-organized, clear, grammatically correct, and persuasive is your writing? Are your citations accurate and in proper form? Is your writing tailored to your audience's needs?

**Comments/Examples:**

I'm not too sure how persuasive my writing is; I am making an effort to be as neutral as possible in writing my memos. I believe I am fairly well-organized and clear, and I have adjusted the organization of my bench memo based on the feedback I have received. I don't believe that my grammar and citations have been an issue, and I haven't received any feedback suggesting otherwise.

**Legal Knowledge**

Have you demonstrated adequate familiarity with basic concepts of applicable law and procedure?

**Comments/Examples:**

I believe I have demonstrated adequate familiarity with basic concepts of applicable law and procedure. The bench memo I have completed was on a topic of criminal procedure, which I have already taken two courses on. The short research assignments I worked on were on topics that I had not come across before in courses, but I believe I did an adequate job of familiarizing myself with the relevant law.

**Oral Skills**

How well do you orally communicate concerning legal matters; how clear is your presentation; how well do you respond to questions?

**Comments/Examples:**



I'm not sure how well I orally communicate concerning legal matters. I think I've done a decent job so far, but sometimes, I might explain things in a way that is not necessarily the clearest way. This might have to do with a lack of confidence in the amount of research I have done or in the quality of my research. I believe I do a decent job of responding to questions when asked, but there have been times where I may not understand what exactly is being asked before I actually start answering.

<b>Ethical Concerns</b>	Have you recognized ethical issues and raised them appropriately, and do you conform with office confidentiality protocols, etc.?
<b>Comments/Examples:</b> <p>I haven't encountered any ethical issues, and I believe I do conform with office confidentiality protocols. I have kept any discussions about my work outside of chambers very general and discreet, so as not to raise any confidentiality issues.</p>	
<b>Attitude and Work Habits</b>	How dependable and reliable are you? How well do you manage your time? Do you demonstrate attention to detail? How organized and up to date are you with assignments? How well do you receive feedback and incorporate suggestions into subsequent work?
<b>Comments/Examples:</b> <p>I am fairly dependable and reliable, although I have come in late a few days due to interviews. To make up for this, I have taken work home in order to meet deadlines. I'm not sure if I'm making the best use of my time during the day, mostly because I might get hung up researching too much. I think I would perhaps be better served cutting down on some of the time I spend researching, but this is difficult because the more I research, the more confident I become in my work product. I believe I have demonstrated attention to detail, except for one small typo in my bench memo. I am fairly well-organized and up-to-date on my assignments; I make sure to keep track of when new documents are to be filed, and I have checked in with my supervising clerks when certain things have not been filed. I am receptive to feedback and do my best to incorporate suggestions into subsequent work.</p>	
<b>Professionalism</b>	Do you demonstrate maturity, good judgment, and sensitivity in interactions with other staff, judges, etc.?
<b>Comments/Examples:</b> <p>I believe I have, for the most part, demonstrated the expected level of maturity in interacting with other staff and especially the judge. However, I have not always been fully focused during motion hearings, and there was one occasion where the other externs and I went a bit overboard in passing notes to each other during a hearing. I recognize that this is never acceptable behavior, and it will not happen again in the future.</p>	
<b>Please describe the areas/skills that you will focus on improving over the remainder of the semester.</b> <p>In order to stay more focused during the hearings, I will make an effort to learn more about the cases on calendar before going into the hearings. I have done this on a few occasions, and I have noticed that it is much easier to maintain interest on a long hearing if I have some background knowledge of the case. I will also try and be more efficient with my research, and I will seek out a good balance between the amount of time put into research and the level of thoroughness.</p>	

**Please discuss the content of this self-assessment with your supervisor before your individual interim meeting.**

Extern/

Date

14

Supervising Attorney/Law Clerk

Date

2014

**Supervisor's Comments on Extern's Self-Assessment:**

self assessment is an accurate statement of how he has performed in chambers. His research has been reliable and thorough and his writing has been clear. When asked to research specific legal issues, or to provide further support for a proposition in his memos, he has been able to find relevant authority within the given time parameters. In working on the motion to suppress, has an opportunity to interact with the Judge and displayed his knowledge of the relevant case law and important facts in responding to the Judge's questions.

's writing has been clear and concise, which has allowed the clerks to focus on giving him substantive feedback on his legal analysis (as opposed to having to critique things like grammar, structure, etc.).

's demeanor in chambers has been pleasant and professional. makes reference to sometimes losing focus during a hearing and an incident in which notes were being passed between externs during a hearing. I observed the latter incident and asked the externs to step out of the courtroom so we could explain to them the importance of court staff maintaining decorum during the proceedings. We also explained that we understand that it can be hard to maintain focus during extremely long hearings and that the externs should feel free to step out of the courtroom to stretch their legs , get a drink of water, etc. Since this conversation, there have been no issues.

Please return this form by **October 6, 2014**. Please upload a PDF version to TWEN. Email questions to [fpp.berkeley@gmail.com](mailto:fpp.berkeley@gmail.com).

Please contact Sue Schechter, Program Director, [sschechter@law.berkeley.edu](mailto:sschechter@law.berkeley.edu), 510-643-7387, or Sasha Thomas-Nuruddin, Field Placement Program Assistant, [stthomas-nuruddin@law.berkeley.edu](mailto:stthomas-nuruddin@law.berkeley.edu) , 510-642-6818 if you have questions.

This evaluation form was developed and adopted for use by the Bay Area Consortium on Externships (BACE). Participating schools: Golden Gate, Santa Clara, Stanford, UC Berkeley, UC Hastings, University of the Pacific/McGeorge, University of San Francisco School of Law.

**SUPERVISOR FINAL EVALUATION OF LAW STUDENT EXTERN  
UC BERKELEY SCHOOL OF LAW**

Extern: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Supervisor(s): \_\_\_\_\_

Placement: \_\_\_\_\_

Thank you for your support, supervision, and mentoring of a law student. Your candid evaluation of this student is much appreciated. Please provide specific examples and enough detail to inform the student and instructor of the student's progress in the specific areas noted below. ***Please discuss the content of this evaluation with the student before, or promptly after, forwarding it to the law school.***

**Scope of Responsibilities:** Has the extern's range of tasks and responsibilities changed significantly since the mid-term evaluation?  
**Comments:**

No. The general volume and level of work assignments has been consistent throughout the semester.

**Please score the extern using the following scale:**

- |                       |   |
|-----------------------|---|
| 1 = Unacceptable      | Performance consistently fails to meet minimum expectations.  |
| 2 = Needs Improvement | Performance occasionally falls short of minimum expectations.                                       |
| 3 = Satisfactory      | Performance meets minimum requirements; no evidence of particular strength or serious deficiency.   |
| 4 = Good              | Performance meets expectations, competent.  |
| 5 = Excellent         | Performance effective and strong, frequently beyond expectations.                                   |
| 6 = Outstanding       | Performance consistently and significantly above expectations, on par with an entry level attorney. |

**Research and Analytical Skills SCORE = 5**

Is the student able to bring his or her knowledge of legal principles to bear in analyzing cases? Is s/he able to recognize and properly identify legal issues in case fact patterns? Has s/he shown creativity in turning facts to legal advantage? Is s/he able to distinguish relevant from tangential issues? Is the student skilled with utilizing both computer and print resources?

\_\_\_\_\_ demonstrated excellent research and analytical skills while an extern at \_\_\_\_\_ Legal Department. She utilized both the reference materials/sources that she was directed to by supervising attorneys as well as conducted independent research when completing work assignments. She showed strong abilities to digest information, background and context from supervising attorneys in an effective manner to shape her legal research and analysis of issues posed to her. In a particular work assignment wherein \_\_\_\_\_ drafted a legal response to a third party advocacy group representing a non-contracted ambulance provider, she was able to successfully distinguish the relevant issues and facts from the advocacy group's letter and focus the response on only those issues rather than addressing the tangential or irrelevant issues.

**Writing Skills SCORE = 5**

Does the student use proper grammar, spelling, (syntax?), and citation format? Does the student appreciate the differences in style among the different forms of legal writing (e.g. analytical for memoranda, argumentative/advocative for motions/pleadings)? Is the student's work well organized, concise, and clear?

writing and overall work products were well-written, clear, effective and appropriate. She was given various types of written assignments that involved different types of legal documents: advocacy letter, provider contracts, formal legal memos and informal legal research summaries/emails. She effectively used different tones/styles depending on the type of legal writing requested of her and always produced a work product that was of high satisfaction to the supervising attorneys.

**Legal Knowledge SCORE = 5**

Has the student demonstrated adequate familiarity with basic concepts of applicable law and procedure? Is the student adept at grasping legal problems and at fashioning solutions to them independently? Have you seen progress in these areas? Please discuss specific examples.

actively engaged herself in her work assignments from the start of her externship at . She engaged in one-on-one meetings (usually face to face) with supervising attorneys and obtained information about her work assignments from these one-on-one meetings. She was able to digest the conversation with the supervising attorney and distill down what the relevant facts/issues were in order to complete the work assignment. Her background knowledge of health care reform was helpful on some matters and allowed her to jump into legal analysis quickly. The vast majority of work assignments, however, were new areas of law for . She demonstrated a quick ability to understand the legal issues, research the relevant law and produce strong and effective work products.

For example, performed research on several labor and employment issues involving the Fair Labor Standards Act and the Family and Medical Leave Act, as well as corporate law and transactional issues, all new areas to her. She performed extensive legal research, making use of our legal librarians as well as Berkeley's, to familiarize herself with these topics and find answers to the legal questions. She also made a particular effort to integrate what she's learning in her concurrent coursework (Health Law and Business Associations) where relevant.

**Oral/Advocacy Skills SCORE = 4**

Is the student able to communicate clearly concerning legal matters? Is the student able to "think on his or her feet" and respond to extemporaneous questions? Is the student able to communicate in a manner appropriate to the particular audience (e.g., clients, supervising attorneys, staff, judges, etc.)? If the student has appeared in court, how would you describe his or her demeanor and efficacy in communicating in the courtroom?

experience at : did not involve her engaging in oral/advocacy skills. She had one-on one meetings with each of her supervising attorneys to get a better understanding of each of the work assignments she received and engaged in active discussions with the attorneys as necessary during the process of completing the work assignments. The comments from supervising attorneys had been consistently solid and complimentary in terms of interpersonal skills and overall work product.

**Ethical Concerns SCORE = 5**

Does the student recognize ethical problems as they arise, and deal with them appropriately? Does s/he seem properly reflective concerning the ethics of judicial decision making or practice? Has s/he properly conformed with confidentiality protocols? If applicable: Is s/he able to advocate zealously on a client's behalf while operating within ethical norms?

has been exposed to protected health information as well as proprietary and other confidential information during her externship at [REDACTED]. She has consistently adhered to the confidentiality agreement that she signed upon commencement of her externship and has continued to demonstrate sensitivity to confidential information. In terms of ethical issues encountered during her work assignments, she has in two assignments been exposed to facts/circumstances related to outside parties (in one case a non-contracted provider and in another case a nursing union) that could have been used to bear negatively against the outside party. Rather than focusing on those negative aspects of the outside party, [REDACTED] focused her analyses and discussions on the relevant issues at hand and advocated as effectively and ethically as possible on behalf of [REDACTED].

**Professionalism SCORE = 5**

Has the student demonstrated maturity, good judgment and sensitivity in interactions with other staff, attorneys, judges, clients, etc.?

[REDACTED] always conducted herself with professionalism and propriety at [REDACTED]. All the supervising attorneys, as well as the legal department in general that interacted with [REDACTED] had nothing but glowing and positive comments about [REDACTED]'s personality and demeanor. She was appropriately outgoing and assertive in terms of meeting various attorneys in the [REDACTED] legal department.

**Attitudes and Work Habits SCORE = 5**

Does this student seem eager to learn? Does s/he accept constructive criticism? Is s/he diligent? Have the student's attendance, punctuality, industriousness, and attention to detail been satisfactory?

[REDACTED] was attentive and conscientious in terms of her attendance, punctuality and overall participation in the extern program at [REDACTED]. She was always willing to take on new work assignments even on a short notice basis and did so with ease. [REDACTED] work products were consistently strong and well-written. She seemed eager to learn about the various practice groups within the [REDACTED] legal department and was appreciative of being able to have work assignments from each one of the practice groups. Although [REDACTED] was particularly interested in Health Care Reform work and issues, she nonetheless poured herself into all the diverse work assignments she received and was engaged in learning about the various areas of law that are tackled in the [REDACTED] legal department.

Is there any reason that this student should not receive credit for the externship with your office? If yes, please explain.

No.

**What advice do you have for this student regarding his/her future professional development?**

In my opinion, [REDACTED] is on a solid trajectory for a successful career in health care law. She has demonstrated a strong interest in the area of Health Care Reform through her two years at [REDACTED] school and continues to be focused on health care law both in her legal studies and extracurricular activities. [REDACTED] was assertive and a go-getter while at [REDACTED] and I encourage her to continue these traits as she goes forward in her legal career. Her strong interpersonal skills and friendly demeanor will also serve her well when dealing with clients in the future.

\_\_\_\_\_  
~~Supervisor's Signature~~

\_\_\_\_\_  
Date

1/14

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

1/14

Please return this form by Friday April 25, 2014. You may submit a PDF version by uploading to TWEN, by email to [fpp.berkeley@gmail.com](mailto:fpp.berkeley@gmail.com), by fax to 510-643-6948, or by mail to UC Berkeley School of Law, 471 Boalt Hall, Berkeley, CA 94720-7200.

Please contact Sue Schechter, Program Director, [sschechter@law.berkeley.edu](mailto:sschechter@law.berkeley.edu), 510-643-7387, if you have questions about the Program or this form.

This evaluation form was developed and adopted for use by the Bay Area Consortium on Externships (BACE). Participating schools: Golden Gate, Santa Clara, Stanford, UC Berkeley, UC Hastings, University of the Pacific/McGeorge, University of San Francisco School of Law.



**SUPERVISOR FINAL EVALUATION OF LAW STUDENT EXTERN  
UC BERKELEY SCHOOL OF LAW**

Extern: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Supervisor(s): \_\_\_\_\_

Placement: \_\_\_\_\_

Thank you for your support, supervision, and mentoring of a law student. Your candid evaluation of this student is much appreciated. Please provide specific examples and enough detail to inform the student and instructor of the student's progress in the specific areas noted below. *Please discuss the content of this evaluation with the student before, or promptly after, forwarding it to the law school.*

**Scope of Responsibilities:** Has the extern's range of tasks and responsibilities changed significantly since the mid-term evaluation?  
**Comments:** \_\_\_\_\_ has had a range of projects throughout the semester including the following:

1. Research and analysis of state laws throughout the country on child care and day care licensing barriers based on criminal records.
2. Research, analysis, memo drafting and support/opposition letter drafting regarding proposed California legislation related to criminal records. Memos drafted highlighted concerns and problems with legislation. Support/opposition letters provided persuasive and compelling arguments as to why the bill should pass or fail.
3. Project management. Tracking status of fast-paced California legislation and alerting for responses.
4. Research and analysis of state fair hiring laws and bills, commonly known as "ban the box" legislation. Provided more in-depth legislative research by directly contacting the author's office and key advocates to understand the political landscape of the bill. Written descriptions of analysis incorporated in a national guide intended for policymakers and advocates.
5. Developed and presented on new Fair Chance Act in San Francisco to audience of workers.
6. Drafting of press release and public outreach materials and research for media work.
7. Observed local advocacy: San Francisco Board of Supervisors' passage of ban the box legislation and observed meetings with key stakeholders in Alameda County to support a project on educating the business community about their stake in reentry.

**Please score the extern using the following scale:**

- |                       |   |
|-----------------------|---|
| 1 = Unacceptable      | Performance consistently fails to meet minimum expectations.  |
| 2 = Needs Improvement | Performance occasionally falls short of minimum expectations.                                       |
| 3 = Satisfactory      | Performance meets minimum requirements; no evidence of particular strength or serious deficiency.   |
| 4 = Good              | Performance meets expectations, competent.  |
| 5 = Excellent         | Performance effective and strong, frequently beyond expectations.                                   |
| 6 = Outstanding       | Performance consistently and significantly above expectations, on par with an entry level attorney. |

**Research and Analytical Skills SCORE = 5**

Is the student able to bring his or her knowledge of legal principles to bear in analyzing cases? Is s/he able to recognize and properly identify legal issues in case fact patterns? Has s/he shown creativity in turning facts to legal advantage? Is s/he able to distinguish relevant from tangential issues? Is the student skilled with utilizing both computer and print resources?

... reviewed dozens of proposed bills and written numerous short memos analyzing concerns with the legislation. She has been able to identify key issues of concern, which has demonstrated a solid basis in legal principles. Her work has been relied upon by other advocates as we seek to support or oppose legislation.

**Writing Skills SCORE = 4**

Does the student use proper grammar, spelling, (syntax?), and citation format? Does the student appreciate the differences in style among the different forms of legal writing (e.g. analytical for memoranda, argumentative/advocative for motions/pleadings)? Is the student's work well organized, concise, and clear?

Over the course of the semester ... primarily provided analytical memos, descriptions for the advocate community, and persuasive letters describing legislation. Her work is well organized and has adopted the appropriate tone and style for the different types of writing. ... has been continuing to work on streamlining her prose for legal memos.

**Legal Knowledge SCORE = 5**

Has the student demonstrated adequate familiarity with basic concepts of applicable law and procedure? Is the student adept at grasping legal problems and at fashioning solutions to them independently? Have you seen progress in these areas? Please discuss specific examples.

... memo of a bill, which allowed for criminal background information to be shared with county agencies overseeing foster care agencies, highlighted privacy concerns, noted duplicative efforts in reviewing criminal background information, and raised concerns about undermining waiver efforts. The memo was a good example of how ... was able to understand the legal issues presented and independently raise the most compelling arguments of why the legislation should be amended.

... over the course of the semester has gained an understanding of the basic criminal record and employment laws at issue in the externship and this has been reflected in her writing.

**Oral/Advocacy Skills SCORE = 5**

Is the student able to communicate clearly concerning legal matters? Is the student able to "think on his or her feet" and respond to extemporaneous questions? Is the student able to communicate in a manner appropriate to the particular audience (e.g., clients, supervising attorneys, staff, judges, etc.)? If the student has appeared in court, how would you describe his or her demeanor and efficacy in communicating in the courtroom?

... developed a short presentation on a component of the new Fair Chance Act in San Francisco. She did a nice job of translating the legislation into the most salient points for the workers and explaining the legislation succinctly. Her demeanor was very professional and the audience responded well to her. She presented as a calm, knowledgeable resource—always difficult to do when you're literally up on a stage.

**Ethical Concerns SCORE = 5**

Does the student recognize ethical problems as they arise, and deal with them appropriately? Does s/he seem properly reflective concerning the ethics of judicial decision making or practice? Has s/he properly conformed with confidentiality protocols? If applicable: Is s/he able to advocate zealously on a client's behalf while operating within ethical norms?

... has not encountered any ethical problems in her externship. She has conformed with confidentiality protocols and I've seen no reason to suggest that she wouldn't be able to operate within ethical norms.

**Professionalism SCORE = 5**

Has the student demonstrated maturity, good judgment and sensitivity in interactions with other staff, attorneys, judges, clients, etc.?

... has been professional in her interactions with staff, workers, advocates, and legislative staff. Her communication has been appropriate in tone and demeanor.



**Attitudes and Work Habits SCORE = 6**

Does this student seem eager to learn? Does s/he accept constructive criticism? Is s/he diligent? Have the student's attendance, punctuality, industriousness, and attention to detail been satisfactory?

is excited about the work and is eager to learn more. She responds well to constructive criticism and appears to see it as an opportunity to improve. She is quite diligent and has sought to meet her deadlines. a communicates well about her attendance and any changes needed in her schedule.

Is there any reason that this student should not receive credit for the externship with your office? If yes, please explain.

No.

What advice do you have for this student regarding his/her future professional development?

presents as being a confident, passionate, eager to learn co-worker. Her curiosity, warmth, and willing to engage on issues of social justice, race, economic justice make her such a pleasure to work with. My advice would be to practice streamlining her writing—her tendency is to be descriptive. Also, she took on quite a lot of work this semester—this may feel necessary, but I do recommend taking steps to ensure she doesn't burn out.

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

1/17

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

1/14

Please return this form by Friday April 25, 2014. You may submit a PDF version by uploading to TWEN, by email to [fpp.berkeley@gmail.com](mailto:fpp.berkeley@gmail.com), by fax to 510-643-6948, or by mail to UC Berkeley School of Law, 471 Boalt Hall, Berkeley, CA 94720-7200.

Please contact Sue Schechter, Program Director, [sschechter@law.berkeley.edu](mailto:sschechter@law.berkeley.edu), 510-643-7387, if you have questions about the Program or this form.

This evaluation form was developed and adopted for use by the Bay Area Consortium on Externships (BACE). Participating schools: Golden Gate, Santa Clara, Stanford, UC Berkeley, UC Hastings, University of the Pacific/McGeorge, University of San Francisco School of Law.

## Feedback Rubric for Written Work

### **Professionalism:**

- Extern understood assignment, asking clarifying questions up front? ☐ yes ☐ not yet
- Extern worked independently, but communicated about progress and sought guidance when necessary? ☐ yes ☐ not yet
- Extern managed her/his time effectively and worked efficiently? ☐ yes ☐ not yet
- Deadline was met? ☐ yes ☐ no

### **Overall Legal Analysis:**

- Defines legal issue precisely and accurately? ☐ yes ☐ not yet
- States a clear and precise prediction, rather than waffling (objective) Or states position clearly and persuasively (advocacy)? ☐ yes ☐ not yet
- States general rule and briefly defines the tests? ☐ yes ☐ not yet
- Includes general concepts related to the relevant law (e.g., policy and/or principles underlying legal rule) ☐ yes ☐ not yet

### **Use of Facts:**

- Uses key facts to frame the legal issue? ☐ yes ☐ not yet
- Presents facts in a readable format and is not disjointed? ☐ yes ☐ not yet
- Presents (only) relevant facts? ☐ yes ☐ not yet

### **Comments:**

### **Overall Presentation:**

		See these pages for examples of where presentation was “not yet” polished
Memo is clear and concise?	<input type="checkbox"/> yes	
Memo effectively quotes? <i>(i.e., quotes selectively to highlight key facts/ reasoning)</i>	<input type="checkbox"/> yes	
Writing is fluid and readable? <i>(i.e., includes transitions; sentences are not overly long; phrasing is direct, rather than awkward)</i>	<input type="checkbox"/> yes	
Writing is free of “legalese” or unnecessary wordiness?	<input type="checkbox"/> yes	
Cites are correctly formatted and include precise pin cites?	<input type="checkbox"/> yes	
Memo is properly formatted?	<input type="checkbox"/> yes	
Writing is free of grammatical errors?	<input type="checkbox"/> yes	

### **Issue #1:**

- |  |   |
|--|---|
| Follows a logical structure?   | <input type="checkbox"/> yes <input type="checkbox"/> not yet |
| Includes a substantively correct and complete rule?  | <input type="checkbox"/> yes <input type="checkbox"/> not yet |
| Case descriptions include useful facts and reasoning?<br><i>(i.e., case descriptions are not skimpy; and are not cluttered with unnecessary details)</i> | <input type="checkbox"/> yes <input type="checkbox"/> not yet |
| Case descriptions begin with descriptive topic sentences?  | <input type="checkbox"/> yes <input type="checkbox"/> not yet |
| Application is explicitly organized around legal concepts?   | <input type="checkbox"/> yes <input type="checkbox"/> not yet |
| Application includes specific, explicit and relevant comparisons of our facts and case facts?  | <input type="checkbox"/> yes <input type="checkbox"/> not yet |

**Comments/Examples:**

**Issue #2:**

- |  |   |
|--|---|
| Follows a logical structure?   | <input type="checkbox"/> yes <input type="checkbox"/> not yet |
| Includes a substantively correct and complete rule?  | <input type="checkbox"/> yes <input type="checkbox"/> not yet |
| Case descriptions include useful facts and reasoning?<br><i>(i.e., case descriptions are not skimpy; and are not cluttered with unnecessary details)</i> | <input type="checkbox"/> yes <input type="checkbox"/> not yet |
| Case descriptions begin with descriptive topic sentences?  | <input type="checkbox"/> yes <input type="checkbox"/> not yet |
| Application is explicitly organized around legal concepts?   | <input type="checkbox"/> yes <input type="checkbox"/> not yet |
| Application includes specific, explicit and relevant comparisons of our facts and case facts?  | <input type="checkbox"/> yes <input type="checkbox"/> not yet |

**Comments/Examples:**

**Intellectual & Cognitive**

- Analysis and Reasoning
- Creativity and Innovation
- Problem Solving
- Practical Judgment

**Research & Information Gathering**

- Researching the Law
- Fact Finding
- Questioning and Interviewing

**Communications**

- Influencing and Advocating
- Writing
- Speaking
- Listening

**Planning & Organization**

- Strategic Planning
- Organizing and Managing One's Own Work
- Organizing and Managing Others (Staff/Colleagues)

**Conflict Resolution**

- Negotiation Skills
- Able to See the World Through the Eyes of Others

**Evaluation, Development, and Client & Business Relations- Entrepreneurship**

- Networking and Business Development
- Providing Advice and Counsel and Building Relationships with Clients

**Working With Others**

- Developing Relationships within the Legal Profession
- Evaluation, Development, and Mentoring

**Character**

- Passion and Engagement
- Diligence
- Integrity/ Honesty
- Stress Management
- Community Involvement and Service
- Self- Development

**WORKING WITH MILLENNIALS: EFFECTIVE FEEDBACK****Fall 2014****BIBLIOGRAPHY**

Sheila Heen and Douglas Stone, Find the Coaching in Criticism, HARVARD BUSINESS REVIEW (Jan.-Feb. 2014).

Susan McClellan, Externships for Millennial Generation Law Students: Bridging the Generation Gap, 15 CLINIC L. REV. 255 (2009), at <http://digitalcommons.law.seattleu.edu/faculty/157>.

Kate Murphy, No Time to Think, N.Y. TIMES, July 25, 2014, at SR3.

Kari Dalton Mercer, Bridging the Digital Divide and Guiding the Millennial Generation's Research and Analysis, 18 BARRY L. REV. 167 (2012).

Brittany Stringfellow Otey, Millennials, Technology, and Professional Responsibility: Training a New Generation in Technological Professionalism, 37 J. LEGAL PROF. 199 (2013), at [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2420153](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2420153).

Brittany Stringfellow Otey, Buffering Burnout: Preparing the Online Generation for the Occupational Hazards of the Legal Profession, 23 S. CAL. INTERDISC. L.J. (forthcoming), at [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2434766](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2434766).

Jason Palmer, The Millennials are Coming!: Improving Self-Efficacy in Law Students through Universal Design in Learning, 63 CLEV. St. L. REV. \_\_\_\_ (forthcoming 2015).

Bruce Tulgan, Not Everyone Gets a Trophy: How to Manage Generation Y (2009).

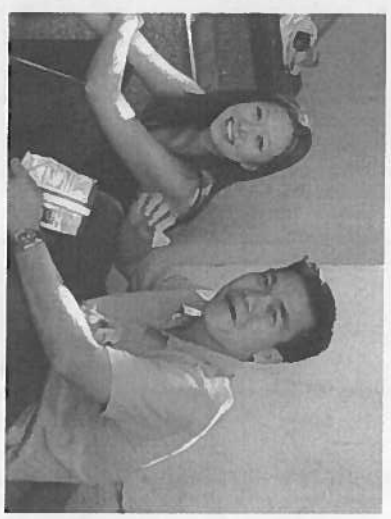
\*\*\*\*\*

UC Berkeley

# Public Service Center

Tips and Techniques for  
Community Partner Supervisors

A Guide for Working with Millennials & Young  
Adults



*The UC Berkeley Public Service Center connects people through  
shared learning and collaborative action for social justice.*

\*\*\*\*\*

UC Berkeley Public Service Center  
102 Sproul Hall  
510.642.3916  
publicservice@berkeley.edu  
<http://publicservice.berkeley.edu>

## Who are the "Millennials"?

In December 2000 Kenneth Judd wrote "Understand Millennial Generation to Manage them Successfully" in the article he describes the Millennials with the following definition:

Also known as **Generation-Y**, the **Millennials** were born after 1979 and are just beginning to come on the employment stage. The Class of 2001 college graduates are generally regarded as the leading edge of the Millennials who will be entering the professional workforce.

Some interesting statistics about this age group:

- 85% of Millennials define themselves as loyal and hardworking when they see value in what they are doing.
- They tend to value "living in the moment" as important.
- They process information in narrative images, (i.e., think Nike ads).
- They consistently listed their parents as their "most admired" choices.
- Millennials trust their Grandparents the most, followed by parents; Gen-Xers are trusted the least.
- They are energetic and need continual stimulation and challenge. Millennials are comfortable juggling many things at once and will move on quickly if they get bored or dissatisfied.
- Their truth detectors are always on and they do not give second chances if deceived.
- A small majority (55%) of Millennials see themselves as no different than other generations.
- Nearly nine out of ten (88%) have established specific goals for the next five years
- More than three-fourths (78%) believe they will achieve their life goals.

## Additional Resources

**Daily Cal special millennial issue:** A generation and its haters  
<http://www.dailycal.org/2013/12/06/Millennials-issue-generation-haters/>

**Millennials Rising : The Next Great Generation**  
by Neil Howe & William Strauss, Vintage, 2000

### **Managing Millennials**

[http://www.generationsatwork.com/articles/Millennials.htm#Where%20Employers%20Go%20Wrong%20with%20Millennials:](http://www.generationsatwork.com/articles/Millennials.htm#Where%20Employers%20Go%20Wrong%20with%20Millennials)

**Engaging the Next Generation: How Non-Profits Can Engage Young Adults**  
[http://www.adcouncil.org/research/engaging\\_next\\_gen/](http://www.adcouncil.org/research/engaging_next_gen/)

**Misreading Millennials**  
<http://www.reason.com/0312/co.js.misreading.shtml>

**Generation Overwhelmed**  
<http://prospect.org/article/generation-overwhelmed-0>

## How to Manage Millennials

What do today's young employees (and students) want? If we're designing recruiting programs and management systems based on their values and needs, how do we proceed? What kind of environments attract, retain, and motivate Millennial coworkers? Here are their six most frequent requests:

1. **You be the leader.** This generation has grown up with structure and supervision, with parents who were role models. The "You be the parent" TV commercials are right on. Millennials are looking for leaders with honesty and integrity. It's not that they don't want to be leaders themselves, they'd just like some great role models first.
2. **Challenge me.** Millennials want learning opportunities. They want to be assigned to projects they can learn from. A recent Randstad employee survey found that "trying new things" was the most popular item. They're looking for growth, development, a career path.
3. **Let me work with friends.** Millennials say they want to work with people they *click* with. They like being friends with coworkers. Employers who provide for the social aspects of work (and service) will find those efforts well rewarded by this newest cohort. Some companies are even interviewing and hiring groups of friends.
4. **Let's have fun.** A little humor, a bit of silliness, even a little irreverence will make your work environment more attractive.
5. **Respect me.** "Treat our ideas respectfully," they ask, "even though we haven't been around a long time."
6. **Be flexible.** The busiest generation ever isn't going to give up its activities just because of jobs. A rigid schedule is a sure-fire way to lose your Millennial employees (and interns).

*From "Managing Millennials" by Claire Raines, 2002*

- A strong majority (75%) says that hard work is more important to achieving success than lucky breaks.
- 57% are willing to work more than 40 hours per week to reach their career goals.
- Only one third say that earning a high salary is an important part of their career
- Only one in four (26%) think high job prestige to be very important.
- More than three-fourths do not agree that money buys happiness.
- Honesty and integrity are the attributes Millennials admire most about a person.
- 96% plan to get married, at the average age of 26, with 91% hoping to have children - 3 on the average.
- 92% of Millennials place "high value" on service to others.
- Millennials say their top requirements at work are having idealistic and committed co-workers and doing work that helps others.
- They expect to be asked for input regarding decisions; they grew up being asked for advice about buying computers and will expect the same deference at work.

According to a New York Times article in early 2000, 30% of college freshmen indicated they frequently felt overwhelmed by what they needed to do. This is attributable to a variety of factors such as:

- Over-programmed lives from a young age
- Competing with peers for a decreasing number of college slots and jobs
- Information overload from the internet and other sources
- Wireless technology and their inability to "escape"

Despite the stress in their lives for the most part Millennials have a positive attitude toward life and a desire to participate in service. A 1999 League of Women's Voters study suggested that 51% of young people between the ages 18-30 want to become more involved in community and service activities.



## What Keeps Young Adults Engaged In Community Work?

The same study in "Engaging the Next Generation" identified ten strategies for retaining young adults in ongoing service placements:

1. Rewarding, substantive work.
2. Life-enlarging experiences
3. A feeling of escape
4. A sense of affiliation with the organization
5. A clear understanding of the roles and organization wants them to play.
6. Appreciation for their schedules/ flexible scheduling.
7. Clear communications
8. Streamlined logistics
9. Reward and recognition
10. Belief that their input matters

Several studies of volunteering and service learning have also suggested that students are more engaged and learn from service when they participate in regular reflection.

The most basic reflection model asks the participant the simple questions:

*What?*

What activities did you engage in? What did you actually do?

*So What?*

What was the significance of the activity? Why was it important?

*Now What?*

What are you taking away from the experience? What are the next steps?

## Best Practices Supervising UC Berkeley Students?

- ☐ Offer an orientation to your site, including:
  - Share the vision, mission and values of the organization
  - Share work rules and office policies and procedures including dress code if applicable
  - Discuss and review position description and expectations
  - Provide a detailed work plan for first month
  - Discuss how tasks and projects will be identified and shared
  - Set and discuss a schedule and standing meetings
  - Tour the organization, including introducing your student to all other staff
  - Identify a location where the student leader can store things
- ☐ Review risk management procedures and have the volunteer complete a waiver
- ☐ Complete and review an "individual learning agreement"
- ☐ Learn more about your student, their career aspirations and other personal goals and interests they have
- ☐ Establish SMART (specific – measurable – actionable – realistic – time-sensitive) goals for semester
- ☐ Develop a training plan including meetings with key staff people, stakeholders or collaborators for any major duties or projects
- ☐ Share important dates of your organization
- ☐ Establish a system for signing timesheets (if applicable)
- ☐ Check in more frequently when student starts placement – as least weekly in person check-ins
- ☐ Share with your participants your story, your reason for doing the work that you do

## **Addenda**

## Role Plays

1. Sam Student took six hours to do a research assignment you estimated should take him two hours. Sam's work product was good. You know that Sam's PDP included improving his time management and improving his legal research skills.

How do you discuss this with Sam?

2. Group of judicial externs sitting together at an exceptionally long and tedious hearing. Group begins to pass notes. You are the SA Law Clerk. You notice the passing of notes. You discretely ask the group to step in to the hallway between the courtroom and the judge's chambers.

How do you discuss this issue with the students?

3. Sarah Student just turned in a second draft of a motion where she made specific improvements to her writing in line with the comments you gave her on the first draft. When you gave her the comments on the first draft, she said thanks and even asked a few questions to clarify what you wanted to see done differently.

How do you discuss this with her?

4. Scott Student just turned in a second draft of a motion where he made some but not all of the specific changes that you suggested he make when you edited his first draft. When you gave him the comments on the first draft, he didn't really react and didn't discuss it with you. His second draft adds to your belief he doesn't have the passion or work ethic that it takes to be good at this type of job.

How do you discuss this with him?

5. Steena Student drafts a memo hoping that it will be incorporated into a section of the brief you are writing. You are a very busy supervisor and you are juggling a lot of projects. You quickly review the memo from Steena. A few paragraphs are helpful. You cut and paste the three paragraphs directly into the brief you are writing. The majority of Steena's memo is not useful to you and you simply discard it. You file the brief and move on to the next project.

Steena approaches you the following week. She tells you that she is disappointed that she did not get feedback from you on the memo. She assumed that meant that it was not a good memo; but she reviewed the filing on the office's network and saw that some of her work was used word-for-word.

How do you discuss this with her?

## Tips for Giving Feedback

1. Consider what type of feedback you want to give and why. Should you be giving the other types as well?
  - Appreciation
  - Coaching
  - Evaluation
2. Be transparent.
3. Be timely.
4. Be specific; aim for describing behavior (avoid labels).
5. Avoid assumptions; clarify expectations.
6. Allow for the proper amount of time (specific to the situation).
7. If you can, celebrate mistakes (in any way that is authentic).
8. Model requesting and evaluating FB.