

Managing Expectations

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Managing Expectations

(Yours and the Student's)

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Agenda

- Job descriptions and application/interview process
- Setting goals
- Midterm re-evaluation
- Assessing final evaluations for expectation mismatches

Job Descriptions

Messaging about student roles

Job Descriptions: Exercise (10 mins)

- ☐ Trade job descriptions with your neighbor
- ☐ Based solely on the job description (imagining that you are a student):
 - ☐ Write down 3 tasks you imagine you would be spending most of your time on, and estimate the percentage of total work time you would spend on these tasks
 - ☐ Write down 3 skills you think you would be developing in this placement (if you can tell)
 - ☐ Write down up to 3 questions you would have about your role
- ☐ Trade back and discuss

Job Descriptions, Application and Interview Process

- ❑ Review and update your job descriptions on file with each school
 - ❑ Provide concrete examples of tasks past students have completed
 - ❑ Provide examples of skills you expect students can develop
- ❑ During the interview:
 - ❑ Consider providing an info sheet specifically for externs
 - ❑ Consider asking the student their goals for the externship

Setting goals

Getting on the same page from the start

Goals are key to managing expectations

- ❑ Students don't always know what experiences to expect
- ❑ Their expectations are not always realistic
- ❑ Discussing goals offer allows both supervisor and student to express expectations and understand what is and is not realistic
- ❑ Perfect time to clarify time commitments and schedules

Anatomy of a Goal Sheet

- ❑ Explicit
 - ❑ Lists specific goals or learning objectives
 - ❑ Lists expected assignments/tasks
 - ❑ Pairs goals with assignments/tasks
- ❑ Agreement
 - ❑ Signed by student and/or attorney
- ❑ Timely
 - ❑ The sooner the better

Sample Goal Sheet

STUDENT _____
SEMESTER/DATE _____
PLACEMENT EXTERNSHIP SITE _____
SUPERVISOR _____

Student's Goals/Learning Objectives/Expectations	Supervisor's assignments/goals/expectations
1.	1.
2.	2.

Supervisor's Comments/Schedule/Other requirements

Supervisor's Signature

Student's Signature/Certification

Setting Goals: Role Playing Demo

- Scenario 1: Overly eager student who is hoping to be able to have a more significant role than possible
- Scenario 2: Student who has very vague/nonspecific goals

Setting Goals: The Goal-Setting Conversation

- ▣ Student should come prepared with their draft goals
- ▣ Your conversation should focus on
 - ▣ Reality checking
 - ▣ Making it concrete (examples of tasks)
 - ▣ Ensuring your goals for the student will also be met
- ▣ Tips
 - ▣ Ask for background first: career paths, reasons for doing an externship
 - ▣ Ask questions: why do you want to learn this?
 - ▣ Use specific examples to ensure you mean the same thing

Midterm Reevaluation

Correcting course

Midterm Reevaluation: Process

- ☐ Student is to review goals and assess:
 - ▣ Whether they are making progress toward meeting them
 - ▣ Whether they need to retool their goals
- ☐ Student should have a midterm discussion with you
 - ▣ Are they getting the sort of experience they hoped for?
 - ☐ If not, re-engage on goals discussion to retool
 - ▣ Are they meeting your expectations?
 - ☐ If not, set additional more specific goals to help them get there
 - ▣ Specific time deadlines
 - ▣ Working more narrowly on a specific skill

Midterm Reevaluation: How we can help

- ☐ At midterm, we check evaluations for concerns
 - ▣ We work with the student to teach them how to address their concerns constructively
 - ▣ We work with supervisors to assist them in communicating their concerns to the student and suggesting improvement
- ☐ We try to avoid direct intervention, except as a last resort
- ☐ If you have any concerns, please contact us!

Assessing Final Evaluations

Identifying problems that result from expectation mismatch

Interpreting Final Evaluations

Supervision concerns vs. expectation-based concerns:

- Supervisor contact:
 - ☐ Supervision: Not enough feedback
 - ☐ Expectation: Not enough face-to-face time with supervisor, due to work schedules, location of student's desk, etc.
- Work flow:
 - ☐ Supervision: Not enough work, or varied/unpredictable work flow with periods of having to search for work
 - ☐ Expectation: Not enough of a particular kind of work (courtroom work, client contact), too much of another (research/writing)

Contact us early with concerns!

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