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Collaboration and Teamwork

Janet Weinstein & Linda Morton

In 2014, General Motors, once on the rebound with its largest profits and strongest industry-wide sales since the recession, was accused of over 60 deaths due to faulty ignition switches in its small cars. In May 2014 the National Highway Traffic Safety Administration (NHTSA) fined GM 35 million dollars—the maximum allowed—after a report finding systemic problems throughout the organization, including delayed reporting of the deadly ignition switch problem. CEO Mary Barra summarily dismissed fifteen employees, including top-level legal counsel. As of June, 2014, the company paid at least 1.7 billion dollars in recall costs for the past year.

What went wrong? Why did it take GM over ten years to resolve a problem, known to its employees, that was causing fatalities? Barra referred to a lack of leadership and extensive compartmentalization within the company, which discouraged information sharing. “[N]obody took responsibility,” said Barra. The CEO described a facet of the corporate culture, called the “GM nod,” as the moment when “everyone nods in agreement to a proposed plan of action, but then leaves the room and does nothing.”¹

The GM story is a cautionary tale about what can happen when collaboration fails. The remainder of this chapter will help ensure the collaborations in your own practice are successful.

Exercise 16.1 You are being interviewed for your first attorney job. The interviewer asks you to describe your strengths and weaknesses working on a team. What would your response be? Complete the self-assessment in Appendix 1.

Collaboration requires (1) individuals working together (2) toward a shared objective (3) for which they are accountable. Although some may consider “teams” to be more formalized collaborations, for purposes of this chapter, we use the terms *collaboration* and *teamwork* interchangeably. The more conscious the process of collaboration is and the more dedicated the participants are to the group’s success, the more effective the results will be.

Why Collaboration is Essential in Today’s Law Practice

“Collaboration is important for lawyers if they wish to avoid becoming irrelevant.”

—ABA Journal, June 2014²

Employers, such as the one in this video [LINK-What Employers Want], have indicated through their preferences in hiring that teamwork is a critical lawyering skill. The Ultimate Law Guide lists Teamwork first among 15 skills, other than academic credentials, required to be a lawyer.³ A 2008 study by Berkeley law professor Marjorie Shultz with partner Sheldon Zedeck listed “Working with Others” as an “Umbrella Category” that includes some of the main factors

that can be used in measuring professional effectiveness. It is not surprising that employers are looking for good team players.⁴

Although traditionally the legal profession has been associated with independent, autonomous, and competitive work, all lawyers must collaborate to thrive in today's legal and economic environment. Knowledge of and comfort with collaborative work, sometimes referred to as "collaborative intelligence," results in more effective client outcomes.

As law firms develop new clients, they continue to search for the best ways to retain their client base. One of these best practices is "knowledge management" or the ability to fully leverage a firm's resources including documents, attorney experience, and technology, to offer the highest quality and most efficient services to a client. Collaboration, a key element to knowledge management, is paramount to both profitability and superior service.

Collaboration is not always in person. New tools that support virtual teamwork and collaboration are making the practice of law more efficient. Online professional networking platforms for lawyers, such as Legal OnRamp, assist firms and businesses in their collaborative efforts. With its staff of more than 50 recent law graduates, Legal OnRamp offers businesses an efficient, cost-effective process for managing large-scale work by collecting and sharing information virtually through a collaborative software program. For example, a team of Legal OnRamp attorneys can assure compliance in thousands of bank contracts far more quickly and cheaply through the process of massive online legal analysis (MOLA).

The outcome of a team with collaborative intelligence is superior to the sum of its individual members' attributes. In addition to improved results and efficiency, collaboration adds to the enjoyment of work by offering a shared sense of accomplishment. The teamwork process also enhances individuals' self-awareness, career satisfaction, and relations with others. Partners who collaborate create a more harmonious environment.

How Lawyers Collaborate

By bringing together professions with different bases of expertise, a collaborative approach to serving clients has the potential to develop more innovative outcomes that are customized to the specific needs of the client, thereby increasing satisfaction and repeat business. Moreover, as individuals in a firm bring together their distinct expertise and knowledge to form innovative solutions, they may create entirely new types of service that can attract new clients.⁵

– Heidi K. Gardner, Assistant Professor, Harvard Business School, referring to necessary strategies for today's law firms.

Teamwork takes shape in a wide swath of practice areas, including arbitration and judicial panels, prosecution teams, litigation teams, regulatory compliance teams, transaction teams, judges' chambers, and multidisciplinary teams.

Teamwork can involve a variety of individuals and entities, including law firms, businesses, courts, agencies, judges, administrative groups, clients, professionals from other disciplines, and non-legal entities that service clients, such as hospitals or schools. Even solo practitioners find themselves collaborating to help each other, as the comments from this judge describe. [LINK- The Role of Teamwork in Today's Law Practice] The attributes of collaboration are becoming more essential as tomorrow's law practice expands into such areas as project management, unbundled legal services, outsourcing, multi-sourcing, and collaborative practice.

Multidisciplinary teamwork adds an additional challenge, as professionals from different disciplines need additional skills and characteristics to work effectively across discipline cultures. For example, the Collaborative Law movement came into existence because professionals recognized the need for communication among the various disciplines working for clients in the family law system. In family law cases, it is not unusual for attorneys, therapists, and financial planners to work with one or both of the parties. A lack of communication among these professionals can lead to ineffective services and poor outcomes. In Collaborative Law practice, the lawyers are hired to help the parties reach a settlement and work closely as a team with professionals from other disciplines and the parties to this end. The Collaborative Law movement has spread to other areas of practice.⁶

Multidisciplinary teamwork is growing at a rapid pace. The employment market is looking for creative individuals who can work in interdisciplinary teams to resolve larger societal issues such as income inequality, access to affordable healthcare, climate change, sustainable development, and immigration. To hear from a current practitioner as to the value of teamwork in the non-profit sector, have a look at the following video. [LINK- The Value of Teamwork in the Non-profit Sector]

Here are two examples that demonstrate the problem-solving strengths of multidisciplinary teams:

1. The Street Vendor project of Candy Chang and Sean Basinski, in collaboration with the Center for Urban Pedagogy, highlights how a thoughtful partnership among lawyers, designers, education specialists, and other professionals can help to deliver effective, empowering messages about rights as well as legal duties to a group that otherwise would be legally vulnerable and largely disenfranchised. The project uses easy-to-follow graphics, supplemented by text written in languages used by the street vendors themselves so that they can understand and comply with the regulations, stand up for their rights, and grow their businesses while respecting the law and its institutions.

<http://welcometocup.org/>

<http://candychang.com/street-vendor-guide/>

2. Corporate Counsel at the Wikimedia Foundation spent much time fielding questions from the public and other businesses about their use or display of various Wikimedia trademarks. To help these potential users and save attorney time, the Foundation wanted to develop a simple webpage that could guide potential licensees.

A Finland-based Ph.D. student in Information Design worked with Wikimedia and others to convene two "Legal Design Jams"—one at Stanford University and one in San Francisco—that brought together law students and faculty, graphic design students, and practicing attorneys to consider how the details of Wikimedia trademark licensing policies could be presented visually. The law students knew almost nothing about graphic design principles, and the design students knew little about trademark licensing. Nonetheless, they worked together successfully in a brainstorming atmosphere to construct an easily-navigated Webpage that answers many inquiries simply and directs more complex questions to additional information links.

http://commons.wikimedia.org/wiki/Commons:Village_pump/Copyright

Exercise 16.2: You have been assigned to your firm's litigation team that will be representing a large class of tenants in an action against the owners and property management companies for failing to provide safe and habitable rental dwellings. The tenants have complained of asbestos, lead paint, absence of lighting in stairwells and halls, and fire escapes in disrepair. These conditions have caused a variety of physical injuries and poor health conditions. What types of collaboration would be necessary to succeed in this endeavor? Who should be involved? What online tools might you use? Be as specific as you can.

Despite lawyers' claims that teamwork is vital in 21st century law practice, and the fact that most employers list "teamwork" as a skill of high importance, the reality is that not every team is successful; often the experience is trying, if not arduous. Sometimes, as in the GM situation opening the chapter, the problem begins with the failure to acknowledge the presence of a team or a lack of leadership. Instead, employees approach the project in a disconnected or even competitive manner. When individuals assigned to projects that require teamwork fail to work collaboratively, tension is sure to follow. Ultimately, the work, the client, the lawyers, and all involved with the team suffer economically and psychologically.

Exercise 16.3 Consider at least two collaborations you have observed or been involved in at your placement. Was the collaboration process ever discussed? If so, describe the discussions. Were these collaborations effective? Why do you think the collaborations were effective or ineffective? If you are in a placement where collaboration does not seem to take place or be valued, how do you see that affecting the workplace?

Why Collaborative Efforts Fail

Starting from our youngest years in grade school, teamwork is constantly emphasized, but often poorly taught. Nearly all of us have had at least one unpleasant experience working with others. For some, it may have been a school project, for others, a work assignment. Even when the "team" is supposed to be doing something for fun, such as a team sport or a video game, some groups fail while others thrive. As you read through the next couple of pages, consider the problem at GM at the opening of this chapter.

Teamwork involves both individual and group dynamics. This means that the personal attributes of the individual members impact the group. You know people with whom you would be happy to work—perhaps you trust their knowledge, skills, and work ethic. In addition, you know that working with them will be a pleasant experience, most likely because they have

adequate EQ or CQ (emotional or collaborative intelligence). On the other hand, you know people with whom you would not choose to work. Perhaps you have had a prior experience with a person who did not meet your standards or had other work habits that bothered you. As a result, there was a loss of trust, and likely an unsuccessful end product.

Exercise 16.4: Think of a collaborative experience you have had in your life that did not turn out the way you had hoped. Were there particular personality traits of group members that affected the group's work? You might find it helpful to use this as a point of reference as you continue with this chapter.

At least in your first professional jobs, you may not have any choice about who your teammates will be. Moreover, the senior partner or supervisor likely will not be interested in your opinion about the deficits of one or more of your team members. If you encounter a difficult team dynamic, it may be helpful to understand the individual characteristics that are not conducive to collaborative work. Additionally, you may be able to address some of these difficult dynamics when a “challenging conversation” is required, as described below. Characteristics not conducive to teamwork include

- poor communication (includes poor listening skills),
- self-centered,
- domineering,
- careless,
- not self-aware, and
- defensive.

Beyond the issue of problematic individual characteristics, including our own at times, there are skills required for group work that are not required when working as an individual. In law school, there traditionally has been a heavy value on individual work and competition; this emphasis can conflict with the skills and attitudes necessary for successful teamwork.

A group is more than just a collection of individuals; a group has its own dynamic. In part, the dynamic comes from the characteristics of the individuals. In addition, there is a separate mechanism that drives the group. Some teamwork problems stem from individual issues that become multiplied in the group context and affect the group's ability to perform. For example, when individual team members are not committed to the group or the group's goals, the team as a whole suffers. In addition, if individuals are unclear as to their roles on the team, problems may ensue.

Issues about team leadership frequently arise in teamwork. Group members may not see the need for team leadership or may compete for leadership roles. Some experts maintain that a group requires a leader to achieve good results. The leader does not necessarily have to be formally selected; often, one member of the group steps into that role, and the other members are comfortable with that arrangement.⁷ Sometimes a group member attempts to take a leadership role or dominates without other members' acquiescence, resulting in accusations of bossiness, resistance to direction, gossip and back-biting, overall bad feelings, and a poor outcome for the group's work.

A team may not recognize the importance of setting clear goals. When conflict takes place, there is little or no structure to keep the team focused on its objectives. Members may not be aware of the stages of teamwork beyond goal setting; as a result, they often will try to avoid conflict, as opposed to using disagreements as an opportunity to move the team forward.

Groups need time for people to get to know each other, to learn how to communicate with each other successfully, and to trust each other. Teams often fail to discuss a process for resolving conflict. Without a process for airing issues and amicably working through them, the team will may dissolve or suffer through the work toward an undesirable end.

Addressing problems over issues like leadership, process, participation, trust, and communication often requires a challenging conversation. Those conversations are uncomfortable even when all members are committed to the group and its goals. When that commitment is lacking, very few people are willing to open themselves to that discomfort.

The good news is that many of these issues can be prevented or remedied with a basic understanding of the stages of teamwork process and the tools necessary to repair damage to the collaborative effort. Ultimately, here are the qualities you are looking for in your team:

-
- 1. communication skills—including listening; expressing oneself clearly with appropriate tone, eye contact, and body language; offering and receiving effective feedback;
-
- 2. shared commitment to collaborative goals—often cemented by a team charter;
-
- 3. clearly defined roles—including effective leadership;
-
- 4. mutual trust;
-
- 5. self-awareness; and
-
- 6. other individual attributes, including honesty, positive motivation, understanding other disciplines, empathy, curiosity, and creativity.
-

Critical Stages of the Teamwork Process

Basic teamwork theory postulates that all groups go through a number of stages in their work. Awareness of these stages helps team members approach difficulties in their process as a natural outcome of teamwork and as opportunities to enhance their outcomes. The five-stage model we present below most closely conforms to the teamwork process that has succeeded for our students in their legal work. Each stage offers guidelines for effective collaboration.

Forming

In this first stage, team members introduce themselves and begin to build the team foundation. Group members are generally cordial and cooperative. To build a strong foundation, your team should engage in meaningful introductions in which members of the team share information about their prior group experience, their experience with this type of project, the skills and knowledge they bring to this project, and concerns they might have. Your team

also should discuss its objectives and a plan for accomplishing them, how the team will work and communicate, and methods for dealing with conflict. It is best to include these understandings in a written agreement or team charter, such as the one in Appendix 2.

Exercise 16.5: Watch Stage 1: Forming at [LINK - Forming]. What kind of foundation is this team creating? What is missing from their discussion?

Norming

In the norming stage, the team settles into its work and progresses towards its objectives. Your team members should be clear on their individual roles, such as leadership, editing, calendaring meetings, etc. After some time, however, tensions among your teammates can arise for a number of reasons including individual characteristics that may be annoying to some members, or group dynamics such as hesitancy to disagree. Think back to the GM story at the beginning of this chapter in which the “GM nod” significantly harmed an internationally-recognized company. If your team is not prepared to deal with these tensions effectively, it will progress to the storming stage. On the other hand, if your team has created a charter that addresses the issues underlying the tensions, it might be able to slide through or even avoid this next stage.

For example, if the issue of delayed responses to emails arises on your team, you should be able to examine your team charter and agree on a new provision that clarifies deadlines for responding to emails. An issue such as timely email responses often can inspire additional provisions to the charter. Your team might consider a more specific timeline for edits to a draft report or other team tasks. Or your team might reconsider its communication methods for urgent items, such as resorting to text messages or cell phone calls when emails remain unanswered.

Exercise 16.6: Watch Stage 2: Norming at [LINK - Norming]. What tensions do you observe?

Storming

Storming is the stage of conflict and its aftermath. Members of your team may become angry or threaten to leave the team; some may avoid the conflict altogether by doing the work themselves or withdrawing. While this stage may be uncomfortable, it offers an opportunity for learning to deal with communication and for recommitting—often with greater strength of purpose—to your team’s vision. Research shows that many, if not most, successful teams pass through the storming stage. The next section will offer tools for your team to use when things go wrong.

Exercise 16.7: Watch Stage 3: Storming at [LINK - Storming]. Does any of this look familiar? In retrospect, what could the team have done in the earlier stages to avoid this conflict? If you were the designated leader of the team, what might you have done to resolve the situation?

Reforming

To move on from the storming stage, have your team discuss what happened and come up with a plan to resolve the future conflicts and problems with an open conversation and egos put aside. The section below discusses how to have this discussion. Further ideas are offered in Chapter 5 on Effective Communication and Professional Relationships. Without this phase, your team may disband—not usually a good result for the team members or the client. For example,

your team might revisit its charter and decide to impose on itself more structure, change its objectives, or be clearer about what roles various members should be playing. If your team has been operating without a charter, it may decide one is needed.

Performing

Once the team has settled back into its work, usually with greater commitment, it can reach its objectives or “perform.” When your team reaches this stage, the members will realize their contributions have produced an outcome stronger than any outcome they would have achieved on their own. It is a gratifying, often celebratory time when all of the struggle becomes meaningful. Most importantly, the client is served by having had the benefit of an effective team working on the project.

What to Do When Things Go Wrong

“Conflict is the sound made by the cracks in the system.”

– Kenneth Cloke, Director of the Center for Dispute Resolution

Conflicts within teams are inevitable. The form they take and how they are resolved can make or break a team. If team members can use conflicts as indicators of where the system needs attention, as opposed to opportunities to “fix” individual members, the team has a better chance of reaching its goals. Paying attention to the cracks when they occur can unify a team, improving both the outcome and the team experience.

Recall the team in the Storming phase in Exercise 7, and consider how the following strategies might have helped the team:

1. Think of this conflict as normal and predictable.

Remember that all successful teams pass through this stage at some point. Acknowledge—even welcome—it as an opportunity to reconsider and perhaps reframe the team’s objectives, structure, and leadership. Take a deep breath and then come up with a strategy for moving forward

2. Create, review, or recreate a team charter.

As discussed above, many teams create some form of written agreement or charter, outlining key aspects of the collaboration such as goals, communication processes, work distribution, leadership, deadlines, and methods to resolve conflict. Initial conflict could be an indication that such a charter is needed. If the team already has one, the members should review and perhaps revise or supplement it to resolve the conflict.

For example, the team may realize it needs to choose a team leader or perhaps create a structure in which the leadership is shared. The charter might need to be more explicit on the duties of the leader. Focusing on a document, rather than an individual, usually will help the team both address and deescalate the problem in a peaceful manner.

3. Offer feedback and encourage discussion.

Sometimes, it is the person. In the past, we have all been recipients of negative feedback. To be an effective team member, and in particular, team leader, one must be able to give feedback in ways that move the team forward.

For example, a team member consistently turns in poor work. The other members who are picking up the slack are increasingly discontented. Here are some strategies we use in approaching these challenging conversations:

a) Think it through first.

Take a breath. What are you feeling?

What is the recipient of your communication experiencing?

What is the essence of what you want or need to communicate?

How can you say it in a way that reflects your awareness of your own contribution to the problem that you are experiencing?

How can you say it so that it can be heard without making the person defensive/angry?

Is it possible to acknowledge something positive about the person and/or situation?

Is there some way to find a connection between you and the other person, perhaps identifying a common interest?

b) When you are ready to speak to the individual

Acknowledge the positive aspects of the person's behavior while making sure it does not come across as patronizing or condescending.

"You did a great job getting folks to meet with us about the problem."

Acknowledge your own contribution to the problem.

"As you know, I get really worried about meeting deadlines."

State what happened. Pause. If necessary, ask the individual to explain.

"Your past few assignments have been late. Is something going on we don't know about?"

Check with the other person to be sure that you have understood his/her response, again, being conscious of your tone and word choice.

"Ok, so if I understand correctly . . ."

Acknowledge common interests. Look to the future.

"We both want to do well on this project. What can we do so we're both comfortable with the process?"

Summarize the agreement, adding to it what you will contribute.

"Ok, so we've agreed that in the future we will . . ."

The main idea to remember in such discussions is to avoid direct criticism and blame. Instead, listen, speak respectfully, acknowledge your role in the situation, look for common goals such as your shared interest in the project's success, work out issues together, and focus on the future. You can find more suggestions for handling these discussions in Chapter 5 on Effective Communication and Professional Relationships. You can also review an example of how this looks at the following link: [LINK – Collaborative Dialogue 1]

4. Ask for feedback, and take it well.

On rare occasions, we are the culprits. If you sense discomfort on a team, consider opening a conversation in which you ask for feedback. Whether you initiate the conversation, or your team members do, when the feedback is negative, here are some suggested reactions:

- Acknowledge the feedback specifically. You do not have to agree with it.
- Thank the person offering the feedback, if you can in that moment.
- Suggest the group meet again to discuss ways of moving forward. This will give you time to think about the feedback you just received.

It may be that your team members have misjudged your work efforts. If so, acknowledge their efforts to communicate the problem to you and offer them, without sounding defensive or patronizing, the information they need in order to make a more complete judgment.

5. Call in the experts.

If the conflict has escalated to the degree that the team cannot move forward, consider asking for outside help from those trained to resolve such conflicts. Individuals trained in such fields as mediation, facilitation, dispute resolution, and dispute systems design can often resurrect team efforts that are floundering.

6. Abandon ship.

Finally, keep in mind that not every team assembled can do the work, no matter how much effort is applied. There may not be time to accomplish the objectives. Team members may not have the requisite motivation or skills. Goals may become moot or obsolete.

Awareness of the team's functions and dysfunctions is key. If it is in fact time to abandon ship, a closing discussion of what, if anything, the team did accomplish, what went wrong, and why, can improve members' understanding of teamwork, and perhaps improve chances of success in the individuals' next team experiences.

It is our failure to become our perceived Ideal that ultimately defines us and makes us unique. It's not easy but if you accept your misfortune and handle it right your perceived failure can become a catalyst for profound reinvention.

– Conan O'Brien, Dartmouth Graduation Speech, 2011

Exercise 16.8: Watch and critique the conversation at [LINK - Collaborative Dialogue 2]. Do you foresee additional problems down the road?

Ensuring Success in Collaboration – for the Team and for Yourself

The skills of working collaboratively come more naturally to some than to others, but, everyone who is motivated and has an open attitude can learn them. Awareness of how to form your team to gain maximum performance and how to address difficulties when they arise will give your team a strong advantage. As you build your knowledge, skills, and attributes of teamwork, your enjoyment of collaborative projects will increase, and your outcomes will be both more efficient and more effective for your clients. Your efforts will reward you with a more satisfying career in 21st century law practice.

Exercise 16.9: Reconsider the question from Exercise 1. You are being interviewed for your first attorney job. The interviewer asks you to describe your strengths and weaknesses working on a team. What would your response be? How is your response now different from what it was before you read the chapter?

Further Resources

Books

EILEEN SCALLEN, SOPHIE SPARROW, & CLIFF ZIMMERMAN, *WORKING TOGETHER IN LAW: TEAMWORK AND SMALL GROUP SKILLS FOR LEGAL PROFESSIONALS* (2014)

SUSAN A. WHEELAN, *GROUP PROCESSES: A DEVELOPMENTAL PERSPECTIVE* (2nd ed. 2005)

SUSAN A. WHEELAN, *CREATING EFFECTIVE TEAMS* (1999)

TEAM-BASED LEARNING: A TRANSFORMATIVE USE OF SMALL GROUPS IN COLLEGE TEACHING (L. Michaelsen, A. Knight, & L. Fink eds., 2004)

TEAM-BASED LEARNING: SMALL-GROUP LEARNING'S NEXT BIG STEP (L. Michaelsen, M. Sweet, & D. Parmelee eds., 2008)

Websites

TEAM-BASED LEARNING COLLABORATIVE, www.teambasedlearning.org (last visited Aug. 3, 2015)

TEAM BUILDERS PLUS, www.Teambuildinginc.com (last visited Aug. 3, 2015)

Videos

See [LINK – Summary] for a compilation of statements about teamwork by our guests on earlier videos within this chapter.

¹ Ben Klayman, *GM Top Executives Spared in Internal Report on Safety Failure*. REUTERS (June 5, 2014, 10:31pm EDT), <http://www.reuters.com/article/2014/06/06/us-gm-recall-idUSKBN0EG1KI20140606>

² Victor Li, *LexThink.1 Tackles How Collaboration May Help Firms Stay Relevant During Flux*, ABA JOURNAL (June 1, 2014 7:50 am CDT), http://www.abajournal.com/magazine/article/lexthink.1_tackles_how_collaboration_may_help_firms_stay_relevant_during

³ *What skills are required to become a lawyer?*, ULTIMATE LAW GUIDE, <http://www.ultimatelawguide.com/careers/articles/what-skills-are-required-to-become-a-lawyer.html> (last visited Jan. 23, 2015).

⁴ Marjorie Shultz and Sheldon Zedeck, *Predicting Lawyer Effectiveness: Broadening the Basis for Law School Admission Decisions*, 36 LAW & SOCIAL INQUIRY 620 (2011). See Table 5 at 644, Table 6 at 645, and Table 8 at 653. See also Appendix I.3.

⁵ Heidi K. Gardner, *Effective Teamwork and Collaboration*, in MANAGING TALENT FOR SUCCESS: TALENT DEVELOPMENT IN LAW FIRMS, 145–159, at 145 (R. Normand-Hochman, ed. London, UK: Globe Business Publishing Ltd., 2013).

⁶ INTERNATIONAL ACADEMY OF COLLABORATIVE PROFESSIONALS, <https://www.collaborativepractice.com/> (last visited Jan. 23, 2015).

⁷ In its hiring, Google looks for "emergent leadership," defined as the ability to step in when leadership is needed, and then to step back and stop leading when one's leadership is no longer necessary. According to the Senior Vice-President of People Operations of Google, this quality of emergent leadership is second only to general cognitive ability in its hiring priorities. Thomas L. Friedman, Op-Ed., *How to Get a Job at Google*, N.Y. TIMES (Feb. 22, 2014), <http://www.nytimes.com/2014/02/23/opinion/sunday/friedman-how-to-get-a-job-at-google.html>

SELF-ASSESSMENT

1. Describe your background, interests, and expertise.

What are your strengths and weaknesses?

What do you bring to the team?

2. Which aspects of your project interest you the most?

What interests you the least about your project?

3. What are some positive experiences you've had working on teams?

What made these experiences positive?

What do you think will be positive about this team experience?

4. What are some negative experiences you've had working on teams?

What did you learn from those experiences?

What are your concerns, if any, about this team experience?

5. What are your expectations for your team?

What are your goals for your team?

What are your goals for yourself?

What skills and knowledge do you hope to improve during the teamwork process?

6. What is most important to you regarding your team's and individual's work ethic?

7. What role do you see yourself fulfilling for your team?

What other roles are important to ensure a successful team?

Should your team choose a team leader? What would that person's duties be?

8. What kind of rules or guidelines should there be for team processes, including

– team meetings?

– communication?

– conflict resolution?

Specifically, how will your team raise and deal with any conflicts that arise?

TEAM CHARTER

Our team goals are

Our expectations of each other are

Our team roles will be

Our process for communicating with each other will be

Our process for creating our reports will be

We will make decisions by

We will prevent conflicts by

We will resolve conflicts by

Team Signatures:

Date:

