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***255 EXTERNSHIPS FOR MILLENNIAL GENERATION LAW STUDENTS: BRIDGING THE GENERATION GAP**[Susan K. McClellan \[FN1\]](#)

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This article examines the literature about our newest generation of law students, the Millennials, and offers suggestions to help externship faculty work with supervisors and students to avoid potential problems that may arise from generational differences. After reviewing the literature, the article discusses both positive and negative Millennial generation traits and explains how identified generational problems might arise in externship field placements. The article then offers suggestions from psychologists, managerial literature, and the author's experience to help externship directors and faculty work with field supervisors and students to avoid or resolve issues. The article concludes that members of the Millennial generation exhibit many positive traits that field supervisors should recognize and acknowledge. Field supervisors can better address potential problems from possible negative traits if they understand the Millennial generation's background and perspectives.

Introduction

Externship directors often seek new perspectives in their efforts to train field supervisors and to improve the interactions between practicing attorneys and the students they mentor. Those interactions may depend, in part, on both field supervisors' and externs' expectations. To the extent that generational differences may affect expectations, some knowledge about how the different generations approach the workplace may provide talking points when working with both externs and supervisors. Most attorneys could not have avoided the media bombardment of information about Boomers, the generation born roughly between 1946 and 1962, or the generation that followed, frequently called Generation X. While some current law students belong to those generations, most belong to the generation born between*256 1982 and the mid-2000s, the Millennials. [FN1]

Faculty and field supervisors, most of whom are Boomers or Gen Xers, might not have heard much about the Millennials. If these supervisors follow recent news articles, they might be predisposed to think negatively of these students. Many media commentators report only that Millennials crave praise, feel entitled, and expect rapid upward mobility. [FN2] According to Jeffrey Zaslow in a Wall Street Journal article, the Millennials received so much praise during childhood that “[e]mployers are dishing out kudos to workers for little more than showing up.” [FN3] Similarly, Morley Safer reported on 60 Minutes that “corporate America is so unnerved by

all this that companies like Merrill Lynch, Ernst & Young, Disney and scores of others are hiring consultants to teach them how to deal with this generation that only takes 'yes' for an answer." [FN4]

Students and graduates labeled Millennials understandably reject both the moniker and the characterization, as well-illustrated by a spoof of the 60 Minutes piece on YouTube. [FN5] Other generational researchers and commentators not only agree with the Millennials but call them the next great or greatest generation. [FN6] Neil Howe and William*257 Strauss, widely known for their generational work, liken the Millennials to the GI Generation, those who fought in World War II, seeing the same can-do positive attitude in their approach. [FN7] They expect this new generation of workers to take long strides in solving major problems that face our country and culture today. [FN8] Reaching the same conclusion regarding the political scene, Morley Winograd and Michael Hais conclude that the Millennial generation "is arriving right on time to deliver just what America needs." [FN9] Even psychology professor Jean Twenge sees some positive attributes, although she remains less optimistic about this generation's future societal contributions or their overall happiness. [FN10]

Much of the generational research focusing on Millennials' specific traits, with the exception of Professors Twenge and Stacy Campbell's work, [FN11] lies outside academia. Information and scholarly literature in the legal field addressing the rising generation is sparse, a situation that several clinicians, legal writing faculty, law librarians and others have recently been attempting to remedy. [FN12] Instead of *258 conducting surveys and studies of their own, these scholars rely on, in large part, the research and contributions of Neil Howe and William Strauss, who write for the popular press, [FN13] and, to some extent, those of Jean Twenge.

Some educators may question whether generational research is sufficiently developed to inform our approaches to improving field supervisor interactions with students. The real question should be whether we, as educators, choose to ignore generational literature and assume that students of all generations learn and approach work similarly. Given the growing number of consultants helping businesses manage generational differences and the media focus on Millennials, educators ignore the literature at their peril. Understanding that Millennials might exhibit some of the traits can help educators improve methods of teaching students and work with students and field supervisors to avoid potential conflict. The word "might" is key. Generalized traits for any generation are just that: generalized. [FN14] Any young law student might exhibit some of the Millennial traits or none at all. [FN15]

This article briefly reviews the generational literature summarizing Millennial generation traits, considers how these traits might affect the experiences of field supervisors and students in externships, and suggests ways of working with both site supervisors and externs to help bridge our students' move to practice. Paraphrased comments from student journals and classroom discussions help illustrate both generational issues and suggestions for addressing them. Understanding*259 perspectives from the popular press, the business and corporate world, and advisors for college admissions personnel can help improve our programs and our students' experience at externship sites. While some of these insights may also apply to live-client clinics, this article focuses on externships.

I. Millennial Generation Traits: The Literature and Examples From the Field

Most researchers and commentators place Millennial birth years between 1982 and the mid-2000s. [FN16] Sharp demarcation years are largely irrelevant. Some individuals on the cusp of a new generation may share more of its traits than those of the preceding generation. [FN17] Although some later Gen Xers may exhibit Millennial traits, the earliest large cohort of Millennials is now in its mid-20s. [FN18]

A. The Traits

Although these young people follow Gen X and the Boomers, they are not carrying on most of these two generations' traits or legacies. [FN19] Howe and Strauss argue that each new generation tends to fulfill the social role being vacated by the departing elder generation, which for Millennials is the GI generation, often their grandparents. [FN20] Like the GIs, the Millennials are achievers, team players, and institution builders who will set high standards, get organized, and do civic *260 deeds. [FN21] Preferring action, Millennials will avoid the Boomers' tendency to talk problems to death. [FN22] Valuing collaboration, Millennials will counter the free agency, social splintering, and civic decay they see in current society. [FN23]

To understand Millennial attitudes, Morley Winograd and Michael Hais encourage analogizing to Harry Potter. [FN24] Harry and his cohort represent the prim and conventional Millennials, while the “Boomers are the teachers and directors at Hogwarts--every one of them individualistic, judgmental egotists who talk more than they act.” [FN25] Hagrid and a few others, who lack power and have “less than perfect pasts, represent Generation X, the unlikely group sandwiched between two dynamic and dominating generations.” [FN26] Winograd and Hais fault many media moguls, authors, and politicians for failing to understand this dynamic that J.K. Rowling captured so perfectly. [FN27] Too many in power today think that “today's young people think and act just like they did when they were young. Nothing could be further from the truth.” [FN28]

This new generation's approach to life matters more than one might think because it is the largest generation of Americans ever born. [FN29] The Millennials outnumber the Boomers, as well as the smaller Gen X. Their sheer numbers will make a difference in the *261 workplace, including legal practice. Indeed, both anecdotal evidence and bar journal articles already point to tensions, accommodations, and changes. [FN30] As the Boomers who dominate legal practice retire, the new associates and entry-level federal and state agency and municipal attorneys will be the Millennials.

Howe and Strauss identify seven key traits of Millennials: special, sheltered, confident, team-oriented, conventional, pressured, and achieving. [FN31] Other researchers and educators have generally used different terms for the same concepts, lumping some together or subdividing them into additional categories. [FN32] Although combining the traits into two or three labels makes sense for some purposes, discussing all seven traits and the manner in which they overlap proves useful for understanding situations that arise in externship field placements. One additional trait requires discussion: Millennials are multitaskers.

B. The Traits Applied

Some aspects of these traits serve the Millennials very well as they begin externships. They are very bright, work hard, and want to achieve at the externship site as much as they do in classrooms. Their positive attitudes add energy as they interact with other employees. Unlike the Gen Xers who generally prefer solo work, the Millennials like and understand the importance of teamwork. [FN33] They use their Internet skills to work with team members and to find information quickly and incorporate it into their work product.

Given these positive aspects, some Millennial externs perform beautifully at the externship sites, respond positively to the experience,*262 and reap praise from supervisors, but others seem to encounter the same problems being discussed in the media. As Professor Twenge notes, this generation's “expectations are highly optimistic.” [FN34] In fact, “[t]his is a time of soaring expectations and crushing realities.” [FN35] When realities do not meet Millennials' expectations, problems arise from the Millennials' standpoint. On the other hand, some of

the general Millennial traits may lead to problems supervisors perceive even if the externs remain oblivious to any difficulty.

1. Special and Sheltered

The trait of feeling special perfectly illustrates the concurrent positive and negative aspects of Millennial traits. Many current students have heard they were special since the day they were born, [FN36] although that assertion might apply more readily to children of the wealthy and middle classes. Parents made their children the center of the family by organizing other schedules around them. [FN37] While such attention can foster self-confidence and optimism, it has also led these students to believe “that their problems are the nation's problems, that their future is the nation's future.” [FN38] The rising adult generation is “straightforward and unapologetic about [its] self-focus.” [FN39]

Such self-focus may stem, in part, from excessive parental sheltering as well. Parents sheltered this generation to an extent never seen before, hovered over them, and earned the name “helicopter parents.” [FN40] Hovering resulted in demands for more school security and more parental control of television, a trend toward school uniforms and identity cards, and harsh penalties for misbehavior. [FN41] Even at the college level, parents are involved in student decisions. [FN42]

***263** The combination of these two traits, special and sheltered, may lead students to feel entitled, an attitude that may cause problems at an externship site or workplace. [FN43] Having always been praised for their achievement and having received inflated grades, [FN44] some Millennials have trouble responding well to constructive criticism in the workplace. [FN45] Their belief in their own ability leads them to challenge the way things are done and to disrespect superiors in other ways, [FN46] especially if they do not think the supervisors are maintaining high standards. [FN47] Seeing themselves as peers of their supervisors [FN48] and accustomed to working collaboratively, they believe that others will adjust to what they deem reasonable. They expect respect, individualized attention, and prompt response to any problems they perceive. This individualized attention includes focusing on the externs' career paths, even during the job or intake interview. [FN49] They crave immediate feedback, including frequent praise and congratulations for progress. [FN50]

Field supervisor comments and externs' journal entries illustrate problems receiving constructive criticism. In the past year, several field supervisors have commented that certain externs, invariably the younger ones, seemed to have difficulty taking constructive criticism. One public defender supervisor added that the student was not really defensive but seemed to think the supervisor had a problem to solve, not the student. [FN51] Another student's journal entry reflects an entirely ***264** different response, one resulting in part from sheltering. When a judge admonished her the first time she appeared in court, she reported that she nearly cried and later called her mom and did cry. Many of us may have felt like crying when being lectured by a judge, but the literature suggests that more of today's young law students might overreact and will call their parents frequently. [FN52]

Millennial law students' expectation of immediate feedback [FN53] can cause problems for both field supervisors and externship directors. In journal entries, externs regularly complain about submitting a project to a supervising attorney or judge and receiving delayed comments or no comments. We always revisit instructions about getting the supervision they need, [FN54] and we work with field supervisors to ensure students receive feedback. Still, these students want feedback immediately and become frustrated when they do not receive it. One student complained that I did not return his phone call for 24 hours. As diligent faculty members we may

have created part of the problem by responding to students as soon as possible, even by email in the wee hours of the morning. If responses are late, this new generation will be unforgiving. Instant communication is everything.

2. Confident and Team-Oriented

This rising generation's insistence on instant communication may result in part from their confidence and team orientation. Howe and Strauss cite statistics showing that the majority of Millennial students believe they will be more successful than their parents. [FN55] They believe *265 they can balance work and play. Although they want to contribute to society and believe in hard work, they are confident that they will make lots of money, [FN56] and they want it early in their careers. [FN57] In reaching their goals, these young people often enjoy working collaboratively as teams, [FN58] an approach that requires regular and frequent communication. Even students who prefer to complete projects alone seem to thrive on technological interconnectivity. [FN59] Researchers claim these students are also more comfortable with more multi-racial teams or groupings, [FN60] but the claim may be based more on the number of minorities in the Millennial cohort than on true comfort levels.

While confidence and teamwork often serve the rising generation well, some perhaps unexpected issues arise from these traits. Howe and Strauss report that these students are collectively confident, but that they work less well independently and are often unwilling to be creatively different. [FN61] They find safety in numbers, want constant contact*266 with the supervisor and others, and do not like to critique each other's work. [FN62] Boomer and Gen Xer managers, who value independent work, see the Millennials as wanting hand-holding. Some of these managers often fought conformity and thrive on being given a minimum amount of direction.

Even if a Millennial generation extern does work well alone and produce good work, he may come across as cocky rather than merely confident. As one company trainer has noted, “[S]pecial, confident, and achieving can often be misunderstood as cocky, arrogant, and deserving.” [FN63] When one young extern learned that his supervisor liked his work but thought he was cocky, he was surprised. Far from feeling cocky, he was actually concerned that his work did not sufficiently please his supervisor. Still, his casual demeanor at work, his inappropriate joking, and his acting as if he were a peer of the seasoned attorneys led to the misperception. Identifying and handling these misperceptions can be challenging.

3. Conventional, Pressured and Achieving

Unlike the many Boomers who demonstrated in the streets and challenged authority, most Millennials have moved to the center. [FN64] They are more conventional. They value stability and prefer rules and standards, believing they make life easier and more orderly. [FN65] Some jury consultants, acknowledging Millennials' preference for abiding by rules, advise prosecutors in criminal cases and defense counsel in civil cases to select jurors from this age group. [FN66]

*267 Often today's law students are very close to their parents and care about values and character. [FN67] They want managers and senior workers to be exemplars, role models, and have little tolerance for perceived errors. [FN68] As a corollary, externs I have encountered have expected all attorneys and judges to tell the truth [FN69] and act legally within the system. As a result, students are reluctant to challenge judicial decisions and are shocked when attorneys misrepresent the facts or law. While most generations of law students have been similarly shocked, earlier generations do not seem to have been as reluctant to challenge judicial decisions.

The Millennial generation's high expectations may stem from parental pressure to achieve. The helicopter parents scheduled all activities for this generation, believing future success is linked to current achievement and credentials. [FN70] To demonstrate achievement, students focus on high grades and resume building. Pressure for high grades from students and parents has led to grade inflation. [FN71] In addition to their resumes, these students rely on timetables, and five and ten-year plans, not on internal compasses, to achieve success. [FN72]

The “pressured” and “achieving” Millennial traits lead to different site and classroom issues. Field supervisors have been accustomed to having both externs and new attorneys devote extra time to complete projects and show dedication. While Millennials want to produce good work, they schedule themselves tightly and some are unwilling to commit any extra time to the site. In fact, some of them *268 push to see just how closely they can shave their arrival and departure times and still keep their supervisors happy and meet the school's time-at-site requirements for credit. For example, one young extern regularly arrived at her site a few minutes late and left a few minutes early. When questioned, she responded that her bus did not arrive until just after the hour and she left a few minutes early to be on time for her next class at school. She thought it unreasonable for her supervisor to be concerned about a few minutes on each end of her time commitment.

Similarly, tight schedules and the need to achieve lead some Millennials to be far more concerned about getting an A than about developing in-depth knowledge, and they are more likely to challenge an A-. They want to know exactly what they have to do to get an A, demand straightforward grading policies, and often will not exceed the minimum stated requirements. In class, they want to be taught to the test; [FN73] at work, they want projects completely laid out for them with precise instructions for completing the work. They want rubrics. [FN74]

They are also more prone to challenge a professor's or site supervisor's comments critiquing a work product. These students respect their own opinions and have been known to respond to professors' corrections on their essays by stating that the “comments were ‘just your opinion.’” [FN75] Researchers note less interest in spontaneous learning than in test results. [FN76] Today's students also tend to want information just before they need it, [FN77] a tendency that leaves them less likely to research an issue they cannot apply immediately and less likely to build a broad understanding of a specific area of law. They also prefer researching on the Internet to using books, which at times results in a *269 more fragmented understanding of the law. [FN78] Millennials are willing to work hard, but they want to produce the work as quickly as possible and receive an A for their efforts.

Tight schedules also leave Millennial externs feeling overwhelmed. [FN79] When too pressed for time, externs lose sleep, neglect exercising, [FN80] and become increasingly frustrated with the lack of balance in their lives. Although many of us from earlier generations have felt that way, Professor Twenge argues that the rising generation of adults suffers from stress and anxiety to a far greater extent than earlier generations. [FN81] As feelings of imbalance increase, Millennials speak out and demand that the system change. They demand balance that Boomers and Gen Xers waited twenty years or more to request. [FN82] As externs, they often will and do seek limited work schedules.

These students also demand competency from supervisors and faculty. They believe they have a better approach and do not understand why something is not done immediately to correct problems. For example, a number of externs have expressed disbelief that our lawmakers, judges, and attorneys are doing so little to fix the criminal justice system. Millennials are problem solvers, big picture people, and they expect action. With their big picture approach, some of *270 these externs pay less attention to details. [FN83]

4. Multitasking

Technology helps illustrate the final Millennial trait: multitasking. [FN84] Raised in the digital age, these young adults want information now, become impatient when it is delayed, and switch quickly to another source of information or entertainment. [FN85] They rarely are without their cell phones, which they use for text messaging or instant messaging (IM), and computers. They keep connected with each other and the Internet while working on other projects or attending classes. [FN86]

Multitasking can and does cause problems at the work site. Site supervisors complain about externs using cell phones and checking personal email while at the site. Despite discussions in the seminars about professionalism, some students have difficulty disconnecting from their networking lifelines during working hours.

II. Methods That Can Help Supervisors and Externs From Different Generations Work Together More Harmoniously

The answers lie, in part, in helping both externs and supervisors understand the generational differences that might spawn some of the problems. Many of the site supervisors know little, if anything, about literature relating to the Millennial generation. If they have seen the 60 Minutes segment or read Zaslow's article in the Wall Street Journal, their views of Millennials are likely to be unrealistically negative. *271 Sharing balanced information with the site supervisors during site visits and during supervisor training in Continuing Legal Education presentations can be an important first step in fostering better working relationships. This sharing can encourage supervisors to understand better any problems that may arise and to solve them in a collaborative manner. Professor Twenge also urges supervisors to try to understand this generation and to consider that their attitudes are not wrong, just different. [FN87] Nationally, consultants are working with law firms to integrate new values into practice while maintaining a successful legal business, and bar associations are noting the trend. [FN88]

Professor Berenson, on the other hand, focuses on working with the students to change their expectations by teaching professionalism in its broadest sense. [FN89] In addition to understanding professionalism and public obligation, externs need to know how Boomers and Gen Xers perceive Millennial issues in the workplace. This knowledge, plus some suggestions for transitioning to the workplace, can lead to discussions that help students in networking to obtain externships or actual jobs and in meeting expectations at the work site. Again, not all Millennials exhibit problems related to the generational traits, but enough of them do to cause managers in businesses across the country to contact experts for special training in managing this new generation of employees. [FN90]

Suggestions from these trainers, modified for the legal externship experience, can help bridge the Millennial students' transition to practice. Some of the suggestions are not new; externship scholars have discussed them and have incorporated them into externship programs. [FN91] As a result, we need merely tweak our approaches to working*272 with students and field personnel by being more explicit about generational issues. While we need not change our whole approach, these suggestions do address a changing, evolving workplace environment that legal employers should not ignore.

A. Provide Structure, Feedback and Praise

Field supervisors should give highly structured projects, monitor progress, and give prompt feedback and

praise. Although providing structure and giving feedback are keys for successful externships for externs of any age, these procedures especially benefit the Millennial generation. [FN92] The amount of structure and feedback Millennials crave may surprise experienced supervisors. These new externs want praise, frequent praise, [FN93] and to receive the praise they want, they must be able to complete assignments at a high level from the beginning of the externship.

For novice externs to achieve such success, the field supervisors must provide detailed assignments, guidance for completing the assignments, samples of excellent work product, and help prioritizing work given by several attorneys. They must monitor progress frequently, especially during the first two weeks, and handle problems promptly. [FN94] These students expect individualized attention. Assignments should proceed from the simple to the more complex, with advice provided about the types of problems students may encounter with a tougher assignment. [FN95] While the “scrappy, pragmatic, and free-agent” Gen Xers [FN96] wanted far less detail and assistance, the Millennials*²⁷³ appreciate it. [FN97]

Praise is part of the larger project of providing effective feedback. Feedback should begin with positive comments about some aspects of the work product, explain aspects that need further work, [FN98] and end with praise. While this three-part format comes as no surprise considering its coverage in both externship and legal writing journal articles, [FN99] practicing attorneys need to realize that the praise is more necessary for the Millennials than for previous generations. [FN100] Millennials appreciate direct rather than abstract feedback. [FN101] The field attorneys often expect students to learn the way they learned when they started practice—often the sink or swim method. Finding supervisors dedicated to mentoring, as advocated by Professors Liz Ryan Cole, Sande Buhai, and Barbara Blanco, [FN102] might make or break externships for Millennials.

One journal entry illustrates the effect regular feedback can provide. The student reported that her supervisor continued to be an impressive mentor. She really appreciated his frequent requests for progress updates and his habit of checking on her regularly. She had spent the previous summer with an attorney who would leave her alone for days at a time. While practicing lawyers do not get constant feedback and critical analysis, externs thrive on such mentoring.

Email contact makes a big difference as well. Students report being most satisfied when they interact with their supervisors each day they are in the office or chambers. When issues arise when externs are not in the office, the students enjoy using email freely to communicate. Students who do not have that level of contact with their supervisors often express disappointment during seminars when other students share more positive experiences. While Boomers and Gen Xers were often left alone in firms and agencies to figure out their assigned cases, Millennials will speak out against such approaches.

On the flip side, externship directors and faculty should help Millennial externs realize that many law offices are not nearly as structured as the students expect them to be. Many Boomers and Gen *²⁷⁴ Xers prefer less structure and provide excellent work in a less structured environment. Where structure does exist, some office processes may seem disorganized to Millennial externs initially, who might not understand the valid reasons for following them. Site supervisors can help externs understand these processes by not only describing them but also explaining why they help the office operate efficiently. [FN103] Millennials prize efficiency and will be less apt to criticize procedures they understand. Externs, as rookies, should listen first and reflect before offering suggestions for improving the office protocol. [FN104]

Externs should also understand that assignments may not be as detailed as they prefer, so asking clarifying

questions will be necessary. [FN105] Boomer or Xer supervisors may consider an assignment quite detailed compared to those they were given as new associates. To the Millennial, the assignment still seems vague. Once externs have completed the assignments, they may have to seek feedback from busy supervisors, who may not respond immediately. When supervisors do respond, praise may not be lavish. In fact, praise may be missing entirely, but that does not necessarily mean that part of the work was not well done. Supervisors, pressed for time, usually point out errors and areas where improvement is necessary. Externs preparing to enter legal practice must realize that most practicing attorneys and judges are not trained to be supervisors, so the supervision they give may not reach the level Millennial externs expect.

B. Serve as a Role Model, Educate About Office Culture, and Share Personal Stories

Site supervisors should not underestimate the importance of serving as role models. [FN106] Externs will look to them to model professionalism, top achievement, and work-life balance. Millennials do not have automatic respect for authority, so supervisors have to work to earn it. [FN107] Those supervisors who hit the mark receive praise, especially if the extern has the opportunity to compare the supervisor's behavior in court or meetings with that of other counsel or judges. *275 Sometimes the praise details the supervisor's ability to remain focused despite a very distracting personal life or her willingness to stop and greet each person she passes. When a supervisor greets each attorney, paralegal, and janitor she encounters, the extern is impressed. Admiration continues when the supervisor takes the time to get to know each colleague on a professional level. Introducing externs to attorneys invited to the office helps, especially when the externs need networking to help find positions after graduating.

For these Millennials, the role-modeling must include respect and care. When an extern can tell that the supervisor cares about his learning experience, the student grows. Support, positive comments, and encouragement help considerably and reap praise and gratitude in journal entries.

Field supervisors can show that they care and can ease Millennial externs' apprehension by sharing personal stories and insights. Again, all externs appreciate such insights, but they may be especially helpful to externs in this generation because they are less comfortable with uncertainty than externs from previous generations. Externs will appreciate stories about supervisors' first experiences appearing in court or visiting a client in jail. Giving students some background about judges they will face also helps considerably. One extern thought she could never be a litigator after receiving harsh words from a judge until her field supervisor told her that particular judge was known for speaking sharply to attorneys. Having that information before attending court would not only have eased her fears but also possibly helped her performance.

Similarly, giving externs examples of problems they might encounter and discussing possible responses eases concerns and improves chances for successful interactions with clients, opposing counsel, and other legal personnel. The types of problems may vary depending on the site, but even if students have received classroom training about client interviews and interactions, they need more information about the clients of a specific site. Externs need to know what to expect from opposing counsel, investigators, and other personnel they may encounter. Finally, supervisors can debrief externs after each assignment and discuss similar situations they faced when they were new attorneys.

Seminar teachers can explain that Boomer managers, who are noted for their independence, often did not receive personal insights before being sent to court or to see a client. Boomers often learned in a sink or swim atmosphere. Many became accustomed to billing time in three or six-minute increments. Some of those law firm

associates then moved to jobs in the public sector, with agencies and non-profits. *276 With time at such a premium, they often give shorthand assignments, not taking extra time to provide context, explain background information, or share stories about their apprehensions when starting practice. Teachers should encourage externs to take advantage of supervisor conferences by asking questions if they are apprehensive. Externs can show similar initiative by researching judges they will face and sitting in each judge's courtroom at least once before appearing before her.

C. Make Assignments Varied and Collaborative

Field supervisors can provide a variety of work, include externs in meetings, and ask externs to present their research or product at a staff meeting. Highly independent Boomer and Gen Xer managers need to understand that today's externs prefer collaborative, interconnected work and might have difficulty working long hours independently. [FN108] Supervisors can help meet this need by giving externs a variety of work, including some that requires independent research and writing and others that involve teamwork. Including externs in staff meetings, client meetings, and meetings with opposing counsel adds variety to the work and allows additional skill development. Asking externs to present their work in staff meetings builds confidence as well as communication skills. [FN109] Making regular time to meet with externs makes the office atmosphere seem more collegial and connected.

Journal entries illustrate the positive effects of collaborative experiences at externship sites. Externs praise supervisors who include them in team meetings and give them specific items to present at those meetings. One student wrote effusively about presenting her research and analysis during a staff meeting and receiving praise and requests for additional work from other attorneys. She considered herself to be in her "zone" at that point because she was engaged in the project and connecting with others on the team. She did not make that connection until half-way through the semester, so earlier efforts by supervisors to engage externs could prove highly beneficial.

Similarly, externs working in chambers praise judges and judicial clerks who meet with them regularly and ask for their insights on issues before the court, including issues not directly given to the extern to research and analyze. They crave being part of the team and enjoy *277 clerk and extern lunches with one judge and Friday night beers with another. They want to feel that they are contributing and valued. Even externs who are generally satisfied with the teamwork aspects of their externships have bemoaned the amount of time they spend working alone, or "in isolation," as they call it. Compared to ten years ago, fewer externs report being happy with endless hours of uninterrupted legal research and writing. These newer externs need regular assurance that they are part of the team. [FN110]

When sites lack the variety of work or level of collaboration today's externs might expect, field supervisors or externship directors should acknowledge those limitations before the student accepts an externship. While explaining the work, focus on opportunities that may not be apparent immediately, such as community service. Millennials enjoy community service, so if possible explain how an extern would be providing service at a specific site. Similarly, students also report feeling far more comfortable than most older generations with multicultural teams, [FN111] so educators should explain the multicultural opportunities a site offers and should approach racial and gender issues in context.

When educators prepare students for international externships, they might talk about multicultural issues that arose that previous externs had not expected. One extern at an international site, for example, lived with young

adults from a number of different countries. Those students asked her how she could defend President George W. Bush's foreign policies, including specific decisions and actions. When she stated she could not defend them, the conversation turned to whether you can be patriotic and not defend your country's current policies. With the help of German students who stated they could not defend Nazi actions or decisions but considered themselves patriots, our student began to clarify her understanding of patriotism. Externs who have talked through how they might respond to sensitive issues in specific contexts are often better prepared when difficult situations arise. These externs also tend to appreciate more fully the benefits a site offers.

Finally, field supervisors should understand that Millennials working independently enjoy the conformity of following rules and may be less likely than Boomers or Gen Xers to question a judge's *278 ruling or analysis. Both field supervisors and faculty members should help externs determine when it is appropriate to question authority, especially judicial authority. They should also help externs understand that lawyers often work independently for long hours and that Boomers and Gen Xers often prefer independent work. Externs should not interpret closed doors and lack of contact as hostility. Instead, they should determine when it is best to contact these older lawyers for guidance and mentoring.

D. Avoid Overwhelming Workloads and Include Outlets for Stress

Field supervisors should avoid overwhelming externs, talk to them about managing projects, and work stress busters into the schedule. Externs may face three scenarios their first day at a site. The field supervisor may have no work available for them; may have a single, relatively simple, structured assignment ready; or may have ten assignments, including projects other attorneys did not want because they could not figure out how to approach the work. Externs consider the first scenario a waste of their time and the third, a nightmare. The nightmare situation overwhelms the students and leaves them feeling incompetent. All externship directors ask field supervisors to have a simple, structured, doable assignment ready for the extern.

When a supervisor does assign a project that might overwhelm an extern, letting the student know which areas might be more difficult will help, as one student reported in a journal entry. The student had been working on an ongoing contract issue. The supervisor warned the student that diligent research might not reveal an answer and expressed concern that several assignments were analogous to looking for “a needle in a haystack.” The student expressed appreciation and added that without the warning, the assignments would have been “really frustrating.”

Easing frustration should be a goal, but externs must also realize that certain parts of the law are frustrating. If supervisors share their thoughts about such frustrations with externs, dual benefits arise. The externs feel less pressured, and they feel as if they are part of the team.

Even if the supervisor provides well-paced work, Millennials work better and will experience less pressure with deadlines and timelines. Several students wrote that they found they worked more efficiently when their supervisors gave them set deadlines or timelines to follow. Without them, students wonder how long each assignment should take and may procrastinate. Deadlines and timelines help keep the supervisor and extern on the same page.

As the deadlines approach, supervisors could ease pressure by *279 checking with the Millennials about their progress. Sometimes externs think they will meet deadlines, but they are not factoring in time for sufficient editing and proofing. Faculty and site supervisors should talk to Millennials about checking details carefully, in-

cluding mechanical aspects of writing such as grammar, typos, punctuation, spelling, and citation. Students' lack of attention to detail proved to be the number one complaint of supervising judges and attorneys surveyed by Professors Carolyn Young and Barbara Blanco to determine how to prepare our clinical and externship students better for practice. [FN112] Big picture Millennials, accustomed to email and text-messaging shortcuts, must understand the importance of highly detailed work in the legal field.

Externs find they fit more easily into the office culture when field supervisors provide stress busters. A number of journal entries show that students have far more positive attitudes about their work environments when the field supervisor and other attorneys include the student in lunches and short breaks to head to the nearest Starbucks, usually across the corner, for coffee. Holding celebratory functions or outings at the completion of a big job helps, too, [FN113] as do “doughnut” staff meetings for the office. Two active externs reported increased satisfaction when they were asked to go running with their supervisors during lunch.

One of the best ways to alleviate stress and help Millennials achieve balance is to provide as much flexibility [FN114] as possible in the extern's work schedule. Students do schedule themselves tightly and seek to achieve in all aspects of their activities. Skilled supervisors realize that externs, especially part-time externs, must balance work at the externship site with attending and studying for other classes, and with participating in family, civic, and religious commitments. Making it possible for these students and other young employees to achieve in all areas lowers their stress and provides benefits for employers in “lower absenteeism, fewer work-related accidents, and greater customer satisfaction.” [FN115]

*280 E. Talk About Multitasking

Field supervisors and externship faculty can help externs identify ways that multitasking can both help and hinder their professional development. As any classroom professor can attest, most Millennials are addicted to multitasking. Such an addiction should make Millennials naturals for legal practice, where certain types of multitasking are inherent. Few, if any, trial attorneys have only one legal case at a time or one client to represent. Attorneys must constantly adjust to handling the demands of a number of clients in a number of cases. Even if the attorneys represent a government agency or a single client, they have numerous cases. A glance at any attorney's time sheet in a given day often shows work for two, six, or ten clients. Perhaps the work is merely responding to a phone call. Perhaps it is research. Externs must learn that calls from one client may interrupt progress on research for another client. These multitasking issues have caused grief for numerous new associates over the years. Millennials will need to learn to prioritize that type of multitasking and to retain an in-depth focus on the issues that require it.

On the other hand, some research suggests that multitasking may cost more time than it saves. [FN116] Each time a person stops drafting a complaint to check email, the brain loses time deciding to make the switch and determining the protocols for the new task. [FN117] The more switches, the more net time loss.

The notion of appropriate multitasking requires faculty, field supervisor, and extern discussion. While multitasking projects for various clients or cases may be appropriate, the constant interconnectivity for personal matters using cell phones, email, and surfing the Internet is not, at least not in today's legal world. Even when using technology for work, externs should set aside specific times for checking email instead of responding to it regularly while trying to complete other projects. [FN118] As Millennials take over positions of power in the workplace,*281 the concepts of “appropriate” and “professional” may change. They may well prize more interconnectivity and tolerate more private use of the computer and cell phones for email, Internet searching, and text

messaging. Indeed, as externship directors visit some field placements we see that operations are changing, that interactions seem more frequent and flexible than in firms and agencies where we previously worked. Although change is coming, the bottom line in most externship sites is that personal email, phone use, or text-messaging is not allowed without letting the supervisor know that the extern might have to check on a child or address other important private issues.

Conclusion

Millennial law students offer many benefits for field externship sites, but working with both the externs and field supervisors to reduce generational conflict can provide a more positive experience for both. By focusing on both the positive and potentially negative aspects of Millennial traits, externship directors and faculty can help supervisors understand how to ensure that externs produce high quality work and enjoy doing so.

In training supervisors, describing the Millennial traits, offering suggestions for addressing them, and using redacted excerpts from journal entries to illustrate issues that may arise from differences in generational traits can help. These excerpts prompt interactive discussion the field supervisors have liked. Supervisors all hope that the positive excerpts shown were written by their externs, but they hold their breath during negative excerpts.

The externs, too, must receive coaching about what to expect at the field placement and why the workplace atmosphere is not like *The Practice* or other television shows. Even students who do not expect the glamour and constant interactivity of television legal practice may be taken aback by the highly autonomous and independent nature of attorney operations in many firms, government agencies, and judicial chambers.

Both field supervisors and externs should think about how legal practice is changing. Although law firms and agencies may be the last to adopt the more interactive models emerging in the corporate world, change will come as more Millennial generation lawyers enter the workforce and rise to positions of power and responsibility. Even some of our concepts of professionalism may change, and by working together, change may come more smoothly.

[FNa1]. Director, Externship Program, Seattle University School of Law. I would like to thank my research assistants, Neal Kingsley and Stephanie Doherty, research librarians Kerry Fitz-Gerald and Kelly Kunsch; and colleagues Harriet Katz, Anne Enquist, Janet Dickson, and Mary Bowman, who thoughtfully provided comments and encouragement. I also want to thank the participants in my presentation at Externships 4: Externships, a Bridge to Practice, a national conference for externship directors held February 15-16, 2008, at Seattle University School of Law, in Seattle, Washington. That presentation formed the basis of this article.

[FN1]. Generational researchers coined the terms Millennials, Boomers, and Gen Xers to describe members of these generations. See, e.g., Neil Howe & William Strauss, *Millennials Rising: The Next Great Generation* 10-12 (2000) [hereinafter Howe & Strauss, *Millennials Rising*] (discussing the term Millennial).

[FN2]. See, e.g., Jeffrey Zaslow, *The Most-Praised Generation Goes to Work*, *Wall St. J.*, Apr. 20, 2007, at W, available at <http://online.wsj.com/article/SB117702894815776259.html>.

[FN3]. *Id.*

[FN4]. 60 Minutes: The “Millennials” are Coming, Morley Safer on the New Generation of American Workers (CBS television broadcast May 25, 2007), available at <http://www.cbsnews.com> (search “Millennials are Coming”; then follow “11/08/2007 Story” hyperlink).

[FN5]. YouTube, Millennials Fight Back! (60 Minutes Spoof), http://www.youtube.com/watch?v=pKLPbKWvB_Q (last visited Feb. 12, 2009). But see Lisa Orrell, *Millennials Incorporated: The Big Business of Recruiting, Managing and Retaining North America's New Generation of Young Professionals* xii (2007) (claiming that the majority of the new generation prefer to be called Millennials rather than Gen Y, the Net Gen, Echo Boomers, or Oh-Ohs); Howe & Strauss, *Millennials Rising*, supra note 1, at 12 (noting that by a margin of four to one in their survey, teens preferred the label Millennial to Gen Y, and citing an ABC poll showing preference for Millennial).

[FN6]. See, e.g., Neil Howe & William Strauss, *Millennials Go to College* (2003) & (2d ed. 2007) [hereinafter Howe & Strauss, *Millennials Go to College* and Howe & Strauss, *Millennials Go to College* (2d ed.)] (noting in the preface to the second edition that “[t]he greatest change over the last four years has been the intensification of the trends we identified in the First Edition”); Howe & Strauss, *Millennials Rising*, supra note 1, at 5, 29, 325-26; Morley Winograd & Michael D. Hais, *Millennial Makeover: MySpace, YouTube, and the Future of American Politics* 8 (2008) [hereinafter Winograd & Hais, *Millennial Makeover*] (arguing that “over the next twenty or thirty years, America will positively and forcefully resolve many of the issues and problems that have concerned it for the past four decades. Which path the country takes in resolving these issues will be determined by the choices Millennials and their technologies help America make in 2008.”); see also Air Force Tech. Sgt. Adam M. Stump, Cartwright: Current Generation Ready to Be the ‘Next Greatest Generation,’ *Am. Forces Press Service News Articles*, May 16, 2008, <http://www.defenselink.mil/news/newsarticle.aspx?id=49904> (discussing Vice Chairman of the Joint Chiefs of Staff Marine General James Cartwright's remarks about the current generation of warfighters in Iraq and Afghanistan being the next greatest generation); Morley Winograd & Michael D. Hais, *The Boomers Had Their Day. Make Way for the Millennials*, *Wash. Post*, Feb. 3, 2008, at B01, available at <http://www.washingtonpost.com/wp-dyn/content/article/2008/02/01/AR2008020102826.html> [hereinafter Winograd & Hais, *The Boomers Had Their Day*];

[FN7]. Howe & Strauss, *Millennials Go To College* (2d ed.), supra note 6, at 22-23.

[FN8]. Howe & Strauss, *Millennials Rising*, supra note 1, at 307-324. While noting potential obstacles in some areas, Howe and Strauss predict that “[r]acial and ethnic divisions will be supplanted by a new sense of societal cohesion.” *Id.* at 318.

[FN9]. Winograd & Hais, *The Boomers Had Their Day*, supra note 6; YouTube, *How Will Millennials Makeover American Politics?*, <http://www.youtube.com/watch?v=6hFWiKLRD8> (last visited Feb. 12, 2009).

[FN10]. Jean M. Twenge, *Generation Me: Why Today's Young Americans are More Confident, Assertive, Entitled--and More Miserable Than Ever Before* 6 (2006) (directly disagreeing with Howe and Strauss's claim that the Millennials “will usher in a return to duty, civic responsibility, and teamwork”). She adds, “Born after self-focus entered the cultural mainstream, this generation has never known a world that put duty before self.” *Id.* at 1.

[FN11]. See *id.*; Jean M. Twenge & Stacy M. Campbell, *Generational Differences in Psychological Traits and Their Impact on the Workplace*, 23 *J. Managerial Psychol.* 862 (2008). Jean Twenge is a psychologist at San Diego State University, and Stacy Campbell teaches in the Department of Management and Entrepreneurship at

Kennesaw State University. Volume 23, number 8, of the *Journal of Managerial Psychology* also includes several other articles relating to Millennials, but those articles generally address tangential issues.

[FN12]. See, e.g., Steven K. Berenson, *Educating Millennial Law Students for Public Obligation*, 1 *Charlotte L. Rev.* (forthcoming 2009, draft manuscript received June 2008, on file with author) (basing article on a presentation in April 2008, summarizing traits and discussing implications for teaching professionalism and public obligation to law students); Anahid Gharakhanian, *ABA Standard 305's "Guided Reflections": A Perfect Fit for Guided Fieldwork*, 14 *Clin. L. Rev.* 61, 73-77 (2008) (discussing how generational considerations have supported structuring Southwestern Law School's externship program); Leslie Larkin Cooney, *Heart and Soul: A New Rhythm for Clinical Externships*, 17 *St. Thomas L. Rev.* 407, 412 (2005) (discussing Millennials' potential problems with interpersonal relationships in the context of Therapeutic Jurisprudence); Leslie Larkin Cooney, *Giving Millennials a Leg-Up: How to Avoid the "If I Knew Then What I know Now" Syndrome*, 96 *Ky. L.J.* 505 (2007-2008) (discussing Millennial traits and expanding teaching methods, emphasizing therapeutic jurisprudence, to reach Millennials); Benjamin V. Madison, III, *The Elephant in Law School Classrooms: Overuse of the Socratic Method as an Obstacle to Teaching Modern Law Students*, 85 *U. Det. Mercy L. Rev.* 293 (2008) (recognizing Millennials' diverse learning styles, urging more engaging styles of teaching, and offering examples from his civil procedure course); Tracy McGaugh, *Generation X in Law School: The Dying of the Light or the Dawn of a New Day?*, 9 *Legal Writing* 119, 143-44 (2003) (relying on Howe and Strauss to describe how the incoming Millennials differ from Generation X). Some professors also blog about the Millennials. Professor McGaugh, self-described Gen Xer, hosts a blog entitled *Millennial Law Prof*, which includes postings about a number of millennial issues. <http://www.themillennials.org> (last visited Feb. 22, 2009).

[FN13]. Howe and Strauss, who run a strategic planning consulting firm, have written *Generations* (1991), *13th Gen* (1993), and *The Fourth Turning* (1997), as well as the books cited in this article. They lecture frequently on generational issues.

[FN14]. See Twenge & Campbell, *supra* note 11, at 864 (explaining that their data analyses "are not stereotypes, but descriptions of how the average member of the young generation compares to the average member of earlier generations").

[FN15]. Gharakhanian, *supra* note 12, at 77.

[FN16]. See, e.g., Howe & Strauss, *Millennials Rising*, *supra* note 1, at 15 (assuming, tentatively, that 2002 will be "their final birth year"). Although some early commentators called this group Gen Y, the label that fills the media and YouTube today is, rather overwhelmingly, Millennials. Some have attempted finer lines, labeling those born in the 1980s and early 1990s Gen Y, and those born later, Millennials. The fine divisions appear to serve no useful purpose, so this article refers to all those born between 1982 and the middle 2000s as Millennials.

[FN17]. See, e.g., Lynne C. Lancaster & David Stillman, *When Generations Collide* 36-41 (2002) (discussing cuspers, as they call them, between each set of generations).

[FN18]. Professor Twenge, while recognizing that generations generally span approximately two decades, lumps all people currently 35 and under into a group she calls Generation ME, or Generation Millennial Edition (GenMe). Twenge, *supra* note 10, at 3-6. By expanding the birth-years to include the 1970s, Twenge includes herself, born in 1971, as part of GenMe, in which she lumps all the Millennials. Howe & Strauss would place her squarely within Gen X, which, most researchers agree, generally has very different traits. See Howe &

Strauss, *Millennials Rising*, supra note 1, at 41 (table showing Gen-Xer birth years between 1961 and 1981); see also Orrell, supra note 5, at 40 (“Gen Xers tend to be viewed as the ‘me’ generation”). Lisa Orrell is a business consultant and corporate trainer.

[FN19]. Howe & Strauss, *Millennials Rising*, supra note 1, at 27, 66.

[FN20]. *Id.* at 66. Professors Twenge and Campbell dispute this assertion. See Twenge and Campbell, supra note 11, at 863-64 (noting that studies “find steady, linear change rather than cycles or sudden generational shifts” for most traits). Again, these two researchers combined all individuals born in the 1970s, 1980s, and 1990s in Generation Me.

[FN21]. Howe & Strauss, *Millennials Rising*, supra note 1, at 27, 66; Orrell, supra note 5, at 32 (noting that Millennials see themselves a global citizens, concerned with others not only in the U.S. but also abroad).

[FN22]. Howe & Strauss, *Millennials Rising*, supra note 1, at 66.

[FN23]. *Id.* Howe and Strauss discuss “The New Millennial Communitarianism,” arguing that the Millennials are “not as eager to grow up putting self ahead of community the way their parents did.” *Id.* at 237. Professor Twenge sees no evidence of such civic-mindedness unless the service activity furthers the individual's personal goals. Twenge, supra note 10, at 5 (“As long as time spent volunteering does not conflict with other goals, Gen-Me finds fulfillment in helping others.”) and 6-7 (“But I see no evidence that today's young people feel much attachment to duty or to group cohesion. Instead, ... young people have been consistently taught to put their own needs first and to focus on feeling good about themselves.”). Howe, Strauss, and Twenge agree, nonetheless, that the Millennials set their own goals and that volunteering has risen in the last decade. Howe & Strauss, *Millennials Rising*, supra note 1, at 214-17 (noting volunteerism giving way to service learning); Twenge, supra note 10, at 4-5. The level of civic commitment remains to be seen, but a number of commentators agree that the public schools' requirements of volunteerism and community service programs have become an integral part of Millennials' lives. Winograd & Hais, *Millennial Makeover*, supra note 6, at 84.

[FN24]. Winograd & Hais, *Millennial Makeover*, supra note 6, at 4; see also Howe & Strauss, *Millennials Go To College* (2d ed.), supra note 6, at 133.

[FN25]. Winograd & Hais, *Millennial Makeover*, supra note 6, at 4.

[FN26]. *Id.*

[FN27]. *Id.*

[FN28]. *Id.*; see also Lancaster & Stillman, supra note 17, at 207.

[FN29]. Howe & Strauss, *Millennials Rising*, supra note 1, at 4, 74 (predicting that the Millennial generation may ultimately be one-third larger than the previously largest Boomer generation); Orrell, supra note 5, at xiv-xv.

[FN30]. Jill Schachner Chanen, *The Great Divide: Partners & Associates Are at Odds Over Opposing Approaches to Work, Play, and the Practice of Law*, 92 A.B.A. J. 45, 46 (2006) (noting that “the conflict between generations seems to be worse than ever”); Steven T. Taylor, 2020 Study IDS Work-life Balance, C-Suite Non-Lawyers, and Potential Skill Shortage, *Of Counsel* 1, 17 (2008) (noting that law firms are “beginning to accom-

moderate the young folks who don't want to bill 2,000 or 2,200 hours a year by, among other things, creating different tiers of attorney staff"); Stephanie Francis Ward, [Trading Cases: Floating Between Practice Groups Can Help Associates Find the Right Niche](#), 92 A.B.A. J. 29 (2006) (noting efforts to attract and retain new associates by having them rotate through practice groups and allowing them to refuse assignments); Stephanie Francis Ward, [The Ultimate Time-Money Trade-off: Associates Tell Us They'd Take a Pay Cut to Work Less. Smart Deal or Impossible Dream?](#), 93 A.B.A. J. 24 (2007).

[FN31]. Howe & Strauss, *Millennials Go To College* (2d ed.), supra note 6, at 59-60; Howe & Strauss, *Millennials Rising*, supra note 1, at 43-44, 173-88.

[FN32]. See, e.g., Orrell, supra note 5, at 43-47 (discussing the following twelve personality traits of "Millennial Professionals" that employers should know: Nice, Multi-taskers, Fast Minds, Optimistic, Pack Animals, Strong Individual Spirits, Like Work-Life Balance, Make Decisions on How Things Feel, Goal-oriented, Inclusive, Confident, and Aware of Others); Lancaster & Stillman, supra note 17, at 30, 38 (arguing that the single word that best describes Millennials is "realistic" but still calling the generation optimistic).

[FN33]. Orrell, supra note 5, at 45.

[FN34]. Twenge, supra note 10, at 2.

[FN35]. *Id.* (discussing the concept more generally of young people entering mainstream society).

[FN36]. Howe & Strauss, *Millennials Go To College* (2d ed.), supra note 6, at 59-62; Howe & Strauss, *Millennials Rising*, supra note 1, at 40-43, 174-76.

[FN37]. Howe & Strauss, *Millennials Go To College* (2d ed.), supra note 6, at 60; Howe & Strauss, *Millennials Rising*, supra note 1, at 174 (noting that parents pushed a children's agenda to be a national priority).

[FN38]. Howe & Strauss, *Millennials Go To College* (2d ed.), supra note 6, at 60; Howe & Strauss, *Millennials Rising*, supra note 1, at 175.

[FN39]. Twenge, supra note 10, at 49. Twenge and Campbell take this assertion a step further, arguing that both self-esteem and narcissism are up among college student samples. Twenge & Campbell, supra note 11, at 864-65.

[FN40]. Howe & Strauss, *Millennials Go To College* (2d ed.), supra note 6, at i (noting in the preface to the new edition that the notion of helicopter moms was breaking news at the time of the first edition but a familiar story now).

[FN41]. Howe & Strauss, *Millennials Go to College* (2d ed.), supra note 6, at 62-64.

[FN42]. *Id.* at 92 (noting that one dean calls the cell phone "the world's longest umbilical cord").

[FN43]. See *id.* at 85-93 (discussing implications for undergraduate college admissions, campus life, and classrooms); see also Berenson, supra note 12, passim (discussing problems with teaching professional obligation to students who feel entitled).

[FN44]. The "sheltering" concept also applies in parents' efforts to protect students from perceived unfair grades

and injurious academic evaluations. Howe & Strauss, *Millennials Go To College* (2d ed.), supra note 6, at 106. Carrying this concept one step further, some young externs have complained about site supervisors' evaluations of their work product as well, even though those supervisors have decades of experience.

[FN45]. Twenge, supra note 10, at 218.

[FN46]. Id. at 28 (providing examples of college students disrespecting the professor's authority); Orrell, supra note 5, at 73.

[FN47]. Orrell, supra note 5, at 73.

[FN48]. See Twenge, supra note 10, at 69 (“GenMe students were more likely to agree that ... ‘I have often met people who were supposed to be experts who were no better than I.’”). This assertion, in my experience, rarely applies to students externing for judges. While one student asked whether she should report her judge for unethical behavior, most students express more concerns about ever questioning a judge's position on any point. This observation is more consistent with Howe and Strauss's claim that most Millennial generation students respect authority and prefer rules. Howe & Strauss, *Millennials Rising*, supra note 1, at 8.

[FN49]. Lancaster & Stillman, supra note 17, at 62 (noting that Millennials and Gen Xers are similar in this regard).

[FN50]. See, e.g., Orrell, supra note 5, at 63-64.

[FN51]. See also Twenge & Campbell, supra note 11, at 869-70 (asserting that GenMe students “are more likely to blame others and luck when things go wrong, and less likely to take responsibility for failures”). This problem of shifting responsibility to the supervisor parallels one now seen in the classroom. One colleague, for example, received the following email from a student: “Unfortunately I have to miss class today. Please forward all pertinent information.” The colleague, understandably, was floored, but the student apparently considered his request reasonable and expected his needs to be met. Professor Steven Berenson focuses more extensively on what he terms the Millennials' consumerism approach to legal education. See Berenson, supra note 12. The students consider themselves buyers in the marketplace and expect customer service.

[FN52]. See, e.g., Kathryn Tyler, *The Tethered Generation*, 52 H.R. Mag. No. 5, May 1, 2007, available at <http://moss07.shrm.org/Publications/hrmagazine/EditorialContent/Pages/0507cover.aspx>; see also Lucia Graves, *The Perils and Perks of Helicopter Parents*, U.S. News & World Rep., <http://www.usnews.com/articles/education/2007/12/18/the-perils-and-perks-of-helicopter-parents.html> (discussing the ubiquitous reference to the cell phone as the longest umbilical cord in the world).

[FN53]. Twenge, supra note 10, at 39 (noting that “young employees ask for instant feedback that's straightforward and uncomplicated, and give it in return,” which leads some supervisors to call them “blunt”).

[FN54]. See, e.g., Liz Ryan Cole & Leah Wortham, *Learning from Supervision*, in J.P. Ogilvy, Leah Wortham & Lisa C. Lerman, *Learning From Practice: A Professional Development Text for Legal Externs* 31 (2d ed. 2007).

[FN55]. Howe & Strauss, *Millennials Go To College* (2d ed.), supra note 6, at 64 (“By 2005, 65 percent of youths age 18 to 25--including 75 percent of young Blacks and Latinos--predicted they would be ‘financially better off than their parents.’”). But see Lancaster & Stillman, supra note 17, at 68-69 (cautioning that many

Millennials “will never participate fully in our workforce” because they are below the poverty level and lack opportunities).

[FN56]. See Twenge, *supra* note 10, at 99 (noting that while forty-five percent of Boomer college freshmen in 1967 felt it was important to be well-off financially, seventy-four percent of Millennials embraced this goal in 2004).

[FN57]. See Orrell, *supra* note 5, at 72 (noting Millennials' impatience, culture of instant gratification, and expectation of early promotions if they are performing their jobs well); Twenge, *supra* note 10, at 216.

[FN58]. Howe & Strauss, *Millennials Go To College* (2d ed.), *supra* note 6, at 66-69; Howe & Strauss, *Millennials Rising*, *supra* note 1, at 180-82.

[FN59]. Researchers and commentators disagree about the extent to which Millennials are group-oriented. See Twenge, *supra* note 10, at 6-7 (arguing that this generation is more individualistic than group-oriented) and at 48-49 (comparing Boomers' “strong emphasis on group meetings” with GenMe's focus on the needs of the individual). But see Winograd & Hais, *Millennial Makeover*, *supra* note 6, at 5 (disputing many of Twenge's claims and arguing that most available data contradict her claims that the Millennials are narcissistic, have too much self-esteem, and are too focused on “me”); see also Orrell, *supra* note 5, at 45 (arguing that Millennial Professionals are both individualistic and pack animals). No one seems to dispute the “interconnected” nature of Millennials, at least if the interconnectivity is technological.

[FN60]. Howe & Strauss, *Millennials Rising*, *supra* note 1, at 15-16 (noting that the rising generation is the most racially and ethnically diverse and least Caucasian of the generations and tends to interact positively, overall); Orrell, *supra* note 5, at 33 (claiming that eighty percent of Millennials “are totally fine with marrying, or partnering with, someone outside their race”); Twenge, *supra* note 10, at 32.

[FN61]. Howe & Strauss, *Millennials Go To College* (2d ed.), *supra* note 6, at 116-17; see also Carolyn R. Young & Barbara A. Blanco, [What Students Don't Know Will Hurt Them: A Frank View From the Field About How to Better Prepare Our Clinic and Externship Students](#), 14 *Clin. L. Rev.* 105, 117 (2007) (thirty-eight percent of supervising judges and attorneys responding to a survey noted that current externs had problems with initiative and self-reliance). Note that the Young and Blanco survey did not specifically address Millennial externs.

[FN62]. See Howe & Strauss, *Millennials Go To College* (2d ed.), *supra* note 6, at 116-17.

[FN63]. Orrell, *supra* note 5, at 23.

[FN64]. Howe & Strauss, *Millennials Go To College* (2d ed.), *supra* note 6, at 69-71; Howe & Strauss, *Millennials Rising*, *supra* note 1, at 185-88.

[FN65]. Howe & Strauss, *Millennials Go To College* (2d ed.), *supra* note 6, at 69-71; Howe & Strauss, *Millennials Rising*, *supra* note 1, at 185-88. But see Twenge, *supra* note 10, at 28 (arguing that GenMe, as she calls the combined Gen Xers and Millennials, does not just question authority, as the Boomers did in their youth, but disrespects it entirely).

[FN66]. A county attorney provided this information during a site visit on January 26, 2009. She had anticipated the opposite advice and expressed surprise about this trait of the rising generation. Other jury consultants stress that Millennials value playing by the rules, but note that they expect accountability from both plaintiffs and de-

endants. Millennials do not oppose large jury verdicts if the defendant bears the entire fault. See, e.g., LaDonna Carlton, *Our Youngest Jurors--The Internet Generation*, Assoc. of Trial Lawyers of America Winter Convention Reference Materials, Advocacy Track: Jury Research, ATLA-CLE 25 (Feb. 2002); Karen Lisko, *The Newer Generations in the Jury Box: Who Will Favor Your Cause?*, 32 A.B.A. Law Prac. Mag. 43 (2006); R. Rex Parris & James Wren, *Reach Jurors Across the Generations: Recognizing the Effects of Life Experiences Will Help You Segment a Jury Pool into Groups Whose Values and Prejudices You Can Accommodate*, Trial, March 1, 2008, available at <http://www.thefreelibrary.com/Reach+jurors+across+the+generations:+recognizing+the+effects+of+life...-a0176903803>.

[FN67]. Howe & Strauss, *Millennials Go To College* (2d ed.), supra note 6, at 69; Howe & Strauss, *Millennials Rising*, supra note 1, at 186.

[FN68]. Orrell, supra note 5, at 82 (noting that this generation has been raised with strong role models and expects them at work).

[FN69]. This observation receives support from Howe & Strauss. Howe & Strauss, *Millennials Go To College*, supra note 6, at 70 (noting that “Millennials are more inclined to accept that nearly everyone is telling ‘the truth’ about something”). But see Parris & Wren, supra note 66, at 4 (reporting that in focus group results, Millennials “universally believed that some attorneys would attempt to deceive them”).

[FN70]. Howe & Strauss, *Millennials Go To College* (2d ed.), supra note 6, at 71-80; Howe & Strauss, *Millennials Rising*, supra note 1, at 182-85.

[FN71]. See, e.g., Howe & Strauss, *Millennials Rising*, supra note 1, at 184-185; Twenge, supra note 10, at 62 (“Grade inflation has also reached record highs.”). Twenge explains, “In 2004, 48% of American college freshmen--almost half--reported earning an A average in high school, compared to only 18% in 1968, even though SAT scores decreased over this time period.” Twenge, supra note 10, at 62-63; Stuart Rojstaczer, *Where All Grades Are Above Average*, Wash. Post, Jan. 28, 2003, at A21, available at <http://www.washingtonpost.com/ac2/wp-dyn?pagename=article&contentId=A52648-2003Jan27¬found=true>; Stuart Rojstaczer, *Grade Inflation at American Colleges and Universities* (2003), <http://www.gradeInflation.com>.

[FN72]. Howe & Strauss, *Millennials Go To College* (2d ed.), supra note 6, at 74; Howe & Strauss, *Millennials Rising*, supra note 1, at 182.

[FN73]. Howe & Strauss, *Millennials Go To College* (2d ed.), supra note 6, at 116 (encouraging faculty to understand the extent to which “today’s students have been ‘taught to the test’”).

[FN74]. See Sophie Sparrow, Professor of Law, Franklin Pierce Law Center, & Gerry Hess, Professor of Law, Gonzaga School of Law, *Address to Workshop at Northwest Clinical Law Conference* (Oct. 11, 2008). Conference materials include a sample of Sophie Sparrow’s rubric for use in today’s clinics. The presenters did not note that rubrics are especially important for Millennials. My research and anecdotal experiences, however, suggest that most Millennials prefer having detailed rubrics to gauge their own performance.

[FN75]. Twenge, supra note 10, at 28 (discussing responses from not only her own students but from other professors’ students as well).

[FN76]. Howe & Strauss, *Millennials Go To College*, supra note 6, at 74; Howe & Strauss, *Millennials Go To College* (2d ed.), supra note 6, at 148-49.

[FN77]. Linda S. Anderson, [Incorporating Adult Learning Theory into Law School Classrooms: Small Steps Leading to Large Results](#), 5 *Appalachian J.L.* 127, 130 (2006); Tracy L. McGaugh, *Generation X in Law School: The Dying of the Light or the Dawn of a New Day?*, 9 *Legal Writing* 119, 127-28 (2003) (recognizing Gen X's preference for just-in-time learning).

[FN78]. See, e.g., Sanford N. Greenberg, *Legal Research Training: Preparing Students for a Rapidly Changing Research Environment*, 13 *Legal Writing* 241, 253-58 (2007) (noting comments from practicing attorney survey respondents about legal/manual research problems and concluding that faculty should still teach print resources while showing how they can be used to enhance research in an on-line world). See generally Barbara Bintliff, [Context and Legal Research](#), 99 *Law Libr. J.* 249 (2007) (noting that the move to on-line legal research has affected the shared context that manual research, primarily the West key-number system, once provided); Ian Gallicher, [Forty-Two: The Hitchhiker's Guide to Teaching Legal Research to the Google Generation](#), 39 *Akron L. Rev.* 151 (2006) (noting that first-year students find myriad answers electronically but lack context for fully understanding the question).

[FN79]. See Howe & Strauss, *Millennials Go To College* (2d ed.), supra note 6, at 144-47 (discussing multiple pressures on Millennials and consequent anxiety).

[FN80]. *Id.* at 76 (noting that the majority of Millennials do not get enough exercise and cope with stress by using “excessive rituals of self-control”).

[FN81]. See Twenge, supra note 10, at 104-136 (Chapter 4, generally, “The Age of Anxiety (and Depression, and Loneliness): Generation Stressed”). Although Twenge includes all individuals born after 1970 as part of Generation Me, her equivalent of the Millennials, some of her statistics give pause. For example, she reports that “[a]t the Kansas State University counseling center, the number of students treated for depression doubled between 1988 and 2001, and the number who were suicidal tripled.” *Id.* at 106. Similarly, “[o]ne out of three college freshmen reported feeling ‘frequently overwhelmed’ in 2001, twice as many as in the 1980s.” *Id.* at 107. Still, she acknowledges that in the decade between 1991 and 2003, the rates of teen pregnancies for 15-17 year-olds dropped forty-two percent; the abortion rate fell as well; the number of teens reportedly considering suicide dropped from twenty-nine percent to seventeen percent; the violent crime rate dropped thirty-five percent; and “even alcohol use is down among teenagers.” *Id.* at 213.

[FN82]. Orrell, supra note 5, at 73.

[FN83]. See, e.g., Mike Preston, *Who'd Hire a Gen-Y?*, *Smart Company: Austl. Online Mag. for Entrepreneurs & SME's*, July 12, 2007, <http://www.smartcompany.com.au/Premium-Articles/Top-Story/Whod-hire-a-Gen-Y.html> (“Poor spelling and grammar and a failure to understand what constitutes appropriate corporate behaviour are the biggest bugbears... .”); Justin Rebello, *How the Upcoming Generation Could Change the Legal Workplace*, *Lawyers USA*, Sept. 8, 2008.

[FN84]. Orrell, supra note 5, at 44; Lancaster & Stillman, supra note 17, at 65 (asserting that as true multitaskers, Millennials are capable of learning several jobs simultaneously and seek to build parallel careers); Berenson, supra note 12, at 4; Scott Carlson, *The Net Generation Goes to College*, 52 *Chron. Higher Educ.* 7, A34,

Oct. 7, 2005, available at <http://chronicle.com/free/v52/i07/07a03401.htm>.

[FN85]. See Carlson, *supra* note 84.

[FN86]. See, e.g., Nancy G. Maxwell, [From Facebook to Folsom Prison Blues: How Laptops in the Classroom Made Me a Better Law School Teacher](#), 14 *Rich. J.L. & Tech.* 4 (2007); Carrie Menkel-Meadow & Mark Tushnet, [From the Editors](#), 57 *J. Legal Educ.* 475 (2007) (noting that as volume 57 was going to press in December 2007, the editors were hearing that more professors and whole institutions, such as the University of Chicago, were considering banning or had banned laptops in law school classrooms); Kevin Yamamoto, [Banning Laptops in the Classroom: Is It Worth the Hassle?](#), 57 *J. Legal Educ.* 477 (2007) (noting problems with laptop use in law school classrooms).

[FN87]. Twenge, *supra* note 10, at 216.

[FN88]. Melody Finnemore, [Meet the Millennials: Young Attorneys Prompt Need for Firms to Explore New Ways of Doing Business](#), *Or. St. B. Bull.* (Nov. 2005), available at <http://www.osbar.org/publications/bulletin/05nov/millennials.html> (noting law firm efforts to accommodate a more balanced lifestyle and other Millennial expectations); see also Melody Finnemore, [Here Come the Millennials: Tips for Connecting With Generation Y ... and Beyond](#), <http://www.hcareers.com/us/resourcecenter/tabid/306/articleid/450/default.aspx> (giving tips for working with the younger generation, not necessarily in law) (last visited Feb. 15, 2009).

[FN89]. Berenson, *supra* note 12, at 15-27 (discussing professionalism's core, placing serving clients and protecting the public good ahead of achieving personal financial wealth).

[FN90]. Virtually all of the sources discuss this point. Indeed, Lisa Orrell, cited *supra* note 5, is one of the trainers.

[FN91]. See, e.g., Cynthia Batt & Harriet N. Katz, [Confronting Students: Evaluation in the Process of Mentoring Student Professional Development](#), 10 *Clin. L. Rev.* 581, 584-85 (2004) (arguing that students need effective feedback not only for their work product but also for their professionalism); Barbara A. Blanco & Sande L. Buhai, [Externship Field Supervision: Effective Techniques for Training Supervisors and Students](#), 10 *Clin. L. Rev.* 611 (2004) (evaluating the efficiency of various models of supervision and describing GLACE materials for training practicing attorneys and judges to supervise and mentor legal externs); Liz Ryan Cole, [Training the Mentor: Improving the Ability of Legal Experts to Teach Students and New Lawyers](#), 19 *N.M. L. Rev.* 163 (1989); Ryan Cole & Wortham, *supra* note 54; Harriet N. Katz, [Reconsidering Collaboration and Modeling: Enriching Clinical Pedagogy](#), 41 *Gonz. L. Rev.* 315, 317 (2005-2006) (arguing that collaboration and modeling “are particularly effective ways to communicate high standards of practice skills and to impress students with regard to professional values”).

[FN92]. See Howe & Strauss, *Millennials Go to College* (2d ed.), *supra* note 6, at 204 (“In all fields of graduate education, this generation will want structure, supervision, and feedback.”); Orrell, *supra* note 5, at 72 (“Millennial professionals require structure and supervision.”); see also Blanco & Buhai, *supra* note 91 (discussing means of standardizing supervision, including feedback, throughout the article); Ryan Cole, *supra* note 91, at 168-69 (discussing a feedback structure for mentors to use with all students); Ryan Cole & Wortham, *supra* note 54, at 40-51 (discussing value of structured feedback for all students).

[FN93]. See Twenge, *supra* note 10, at 217.

[FN94]. See, e.g., Preston, *supra* note 83 (noting that Millennials are high-maintenance employees who demand constant feedback, nurturing and coaching).

[FN95]. See, e.g., Howe & Strauss, *Millennials Go to College* (2d ed.), *supra* note 6, at 76 (noting that Millennials are risk averse and fear failure). Providing an assignment that is both challenging and appropriate for a new extern will allow the student to do well and receive the praise that will encourage continued success.

[FN96]. Howe & Strauss, *Millennials Go To College*, *supra* note 6, at 13. See also Lancaster & Stillman, *supra* note 17, at 26 (discussing Gen Xers' self-reliance).

[FN97]. Howe & Strauss, *Millennials Go To College* (2d ed.), *supra* note 6, at 77 (Millennials perform best with constant feedback); Orrell, *supra* note 5, at 72.

[FN98]. Twenge, *supra* note 10, at 218 (noting that following praise with criticism that includes reasons will help, but advising supervisors to expect defensive behavior).

[FN99]. See, e.g., Blanco & Buhai, *supra* note 91, at 623 (noting the need for positive feedback); Anne Enquist, *Critiquing Law Students' Writing: What the Students Say Is Effective*, 2 *Legal Writing* 145, 166-68 (1996); Ryan Cole & Wortham, *supra* note 54, at 40-51 (emphasizing need for nonjudgmental feedback that is both affirming and corrective).

[FN100]. Twenge, *supra* note 10, at 217; Gharakhanian, *supra* note 12, at 77 (citing Zaslow, *supra* note 2).

[FN101]. Twenge, *supra* note 10, at 217.

[FN102]. See generally Ryan Cole, *supra* note 91; Blanco & Buhai, *supra* note 91.

[FN103]. Young & Blanco, *supra* note 61, at 119. The authors expressed concern about the number of field supervisors, eighteen percent, who faulted externs for their inability to adapt to office routines, for lack of punctuality and observation of deadlines, and for unprofessional dress and lack of composure. See *id.*

[FN104]. When developing training programs for Millennial externs, consider their background. Reared on the Internet and cable, they respond far better to interactive training, including video clips and graphics, than to lectures. Twenge, *supra* note 10, at 218.

[FN105]. See Ryan Cole & Wortham, *supra* note 54, at 34-39; Blanco & Buhai, *supra* note 91, at 638-42.

[FN106]. Orrell, *supra* note 5, at 82 (noting the importance of supervisors serving as role models for a “generation that craves strong leadership”).

[FN107]. Twenge, *supra* note 10, at 217; Orrell, *supra* note 5, at 73.

[FN108]. See, e.g., Orrell, *supra* note 5, at 73 (noting problems with long hours); Susan M. Heathfield, *Managing Millennials: Eleven Tips for Managing Millennials*, About.Com: Hum. Resources, [http:// humanresources.about.com/od/managementtips/a/millennials.htm](http://humanresources.about.com/od/managementtips/a/millennials.htm). Note that the site misspells “Millennials” in its URL.

[FN109]. Heathfield, *supra* note 108 (“Don't bore them, ignore them, or trivialize their contribution.”). Susan

Heathfield is a management consultant who has owned her own firm since 1987.

[FN110]. See Orrell, *supra* note 5, at 45 (“It will be rare for an employer to find a Millennial Professional that is happy being alone.”).

[FN111]. Lancaster & Stillman, *supra* note 17, at 321 (discussing how diversity permeates Millennials' lives). This assertion may prove more valid in certain parts of the country, or in some urban and suburban areas, than in others. President Obama's election and inauguration, supported by high turnout among younger voters, may corroborate researchers' claims about the Millennials' increasing comfort level with diversity concepts.

[FN112]. Young & Blanco, *supra* note 61, at 116.

[FN113]. Lancaster & Stillman, *supra* note 17, at 145 (also suggesting teambuilding exercises).

[FN114]. Twenge, *supra* note 10, at 218; Lancaster & Stillman, *supra* note 17, at 118. But see Twenge & Campbell, *supra* note 11, at 871-72 (citing research showing that too much support and not enough challenge and pressure from management can lead to “rust out,” poor performance, and lack of satisfaction.)

[FN115]. Lancaster & Stillman, *supra* note 17, at 119-20 (adding that one of the greatest benefits is being able to hire and retain hard-to-find workers). They do state that for Millennials, “the workplace will be just one of many important activities rather than top priority.” *Id.* at 117.

[FN116]. See, e.g., Joshua S. Rubinstein, David E. Meyer & Jeffrey E. Evans, Executive Control of Cognitive Processes in Task Switching, 27 *J. Experimental Psychol.: Hum. Perception & Performance* 763 (2001) (describing various studies and theories about the factors that affect the time costs of task-switching). While this article provides useful information for faculty, I would not suggest assigning it to students. For an accessible synopsis, see the American Psychological Association media release, dated August 5, 2001, *Is Multitasking More Efficient? Shifting Mental Gears Costs Time, Especially When Shifting to Less Familiar Tasks*, available at <http://www.apa.org/releases/multitasking.html> [hereinafter *Is Multitasking More Efficient?*]; see also Jo Averell-Snell, *Is Multi-tasking Counterproductive?*, 2 *Moving Ahead Newsl. No. 7* (July 2007), available at <http://www.amanet.org/movingahead/editorial.cfm?Ed=542>. The American Management Association publishes the *Moving Ahead Newsletter*.

[FN117]. See *Is Multitasking More Efficient?*, *supra* note 116.

[FN118]. See Averell-Snell, *supra* note 116.

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