



**ABA Section of International Law 2017 Spring Meeting Program:  
*New Leaders, New Laws ... and New Perspectives on  
Creating “Practice Ready” International Lawyers*  
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**Materials from Professor Laurel S. Terry ([LTerry@psu.edu](mailto:LTerry@psu.edu))  
Pennsylvania State University – Dickinson Law**

I would like to thank Program Chair Bob Lutz for inviting me to submit written materials related to the International Legal Education Committee’s Program on *New Leaders, New Laws ... and New Perspectives on Creating “Practice Ready” International Lawyers*. This handout describes two courses that are entitled *Practicing Law in a Global World: Contexts and Competencies I & II*. If anyone would like additional information about these courses (or has material or activities you would recommend), please feel free to contact me at [LTerry@psu.edu](mailto:LTerry@psu.edu).

**I. Background:**

I am a professor at Penn State’s Dickinson Law, which is located in Carlisle, PA. (We are 20 minutes from the state capital of Harrisburg, 2 hours north of Washington, D.C., and 3¼ hours southwest of New York). Depending on how you count, we are either the 5<sup>th</sup> or 7<sup>th</sup> oldest law school in the country, having been founded in 1834. In 1997, The Dickinson School of Law merged with Penn State, which did not have a law school. In 2005, Penn State opened a second law school campus in State College, Pennsylvania. (This campus is usually referred to as “University Park.”) The Carlisle and University Park campuses were accredited as a single law school with two locations. Similar to what might happen within a global law firm, our faculty meetings, committee meetings, and student organizations met using video-conference equipment supplemented by occasional in-person meetings. Most of our upper-level courses were taught with a video-conference option at the “remote” campus.

In 2013, the ABA Council granted Penn State’s request to operate its two campuses as two separate, fully-accredited, ABA law schools. Penn State is now in a similar situation to the University of California, which has multiple law schools (*e.g.*, UC Berkeley, UCLA, UC Irvine) or Indiana University, which has two separately-accredited law schools: the Maurer School of Law at Indiana Bloomington and the Robert H. McKinney School of Law at Indiana Indianapolis. Penn State’s University Park law school is now known as Penn State Law and Penn State’s law school located in Carlisle is now known as Penn State’s Dickinson Law. Fall 2016 was the first semester in which each school began teaching students who had been admitted to one of the two separately-accredited Penn State law schools.

After the split of the two law school campuses into two separately-accredited Penn State law schools, my law school reexamined our curricular offerings and added three new courses to our required curriculum. I teach two of these three new courses.

Dickinson Law’s three new courses are part of the faculty's vision to create an integrated curriculum designed to produce “profession-ready” graduates who understand that they will practice in a global world.<sup>1</sup> Our revamped curriculum begins with a Fall 1L course called ***Problem Solving I*** that provides students with a transferable methodology that works in various practice settings and gives students a better understanding of how lawyers help their clients solve problems.<sup>2</sup> For example, by the second week of law school, students conduct a simulated interview with a client (with the client’s role played by volunteer lawyers.) The two additional new courses that we added to the required curriculum are my courses, which are called ***Practicing Law in a Global World: Contexts and Competencies I & II***.

***Practicing Law in a Global World: Contexts and Competencies I*** [hereinafter the “Contexts” course] is a three-credit required 1L course that is taught during the Spring Semester. The first time that I taught this course was Spring Semester 2016. ***Practicing Law in a Global World: Contexts and Competencies II*** [hereinafter the “Competencies” course] is a two-credit required 2L course that is taught during the Spring Semester. I am teaching the Competencies course for the first time this semester (*i.e.*, Spring Semester 2017). Both courses include significant global elements and are relevant to the themes addressed in this program. Each of these courses is described in greater detail below.

## **II. The Required 1L “Contexts” Course**

The 1L ***Contexts*** course builds on the ***Problem-Solving I*** course by exploring in greater detail the various settings in which lawyers work. Through guest lectures, readings, exercises, a portfolio requirement, and three required informational interviews with lawyers, students learn about: 1) the different contexts in which lawyers work; 2) the skills, attributes and competencies that are useful in various job settings; 3) their own strengths, weaknesses, and interests; and 4) the global world in which clients and lawyers operate.

The ***Contexts*** course meets twice a week for 75 minutes. This semester the course is structured around five different “competencies.” Because of my interest in, and research about,

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<sup>1</sup> In addition to adding three courses to the curriculum, we increased to 12 the number of experiential credits that students must complete in order to graduate. Six of these 12 credits have to be in a “real” setting – in one of our in-house clinics or in one of our many internship programs or in one of our Semester-in-Practice programs, which are located in Harrisburg, Washington, D.C., and The Hague. In addition to producing graduates who are “profession ready” and who are better prepared to practice in a global world, we believe that our new curriculum responds to the Carnegie Foundation’s call for a more integrated curriculum and its recommendation that greater attention be paid to the “third apprenticeship” of professional identity. See, *e.g.*, William M. Sullivan, Anne Colby, Judith Welch Wegner, Lloyd Bond & Lee S. Shulman, EDUCATING LAWYERS: PREPARATION FOR THE PROFESSION OF LAW (Jossey-Bass 2007), [http://archive.carnegiefoundation.org/pdfs/elibrary/elibrary\\_pdf\\_632.pdf](http://archive.carnegiefoundation.org/pdfs/elibrary/elibrary_pdf_632.pdf); Judith Welch Wegner, *The Carnegie Foundation’s Educating Lawyers: Four Questions for Bar Examiners*, 80(2) The Bar Examiner 11 (June 2011), <http://tinyurl.com/Wegnerbarexaminer>.

<sup>2</sup> This course uses as a framework Joseph William Singer, *Problem Solving for Lawyers*, Harvard Problem Solving Workshop Case Study PSW000-SM01 (2010). This case study is available for purchase for 99cents/copy from a Harvard website: <http://casestudies.law.harvard.edu/problem-solving-for-lawyers/>.

globalization and the legal profession,<sup>3</sup> global perspectives appear throughout all five of the “competencies” that are used as an organizing framework for the course.

I introduce global perspectives during the very first class session. In both years I have taught the course, I have included in the first class session some of the “standard slides” that I often use when giving a talk. My “standard” slides show the impact of globalization on entity clients, the impact of globalization on individual clients, and the impact of globalization on U.S. lawyers and law firms.<sup>4</sup>

In order to demonstrate the impact on entity clients, I use slides that show the millions (and in some cases, billions) of dollars of goods that each state exports annually. I also provide USITC trade statistics about the volume of international trade in goods and services.

In order to show the impact of globalization on individual clients, I use slides that include statistics about the increase in foreign-born residents in the U.S., statistics about the states that have shown the largest increase in their foreign born population (which is a different group of states than students might expect), and the 2010 U.S. Census Bureau press release that reported that more than 20% of married family households had at least one foreign-born spouse. I also show data about international adoptions and passports.<sup>5</sup>

In order to show the impact of globalization on lawyers and law firms, I include statistics from the World Trade Organization’s 2010 sectoral report about the legal profession, from the AmLaw Global 100 reports, and from the Peer Monitor/Georgetown Law annual reports on the

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<sup>3</sup> I write and teach about the impact of globalization on the legal profession, especially with respect to regulatory issues. Information about my research is available on my *Presentation Slides* webpage and my Bepress *Selected Works* webpage. See <http://tinyurl.com/Laurel-Terry-slides> and [https://works.bepress.com/laurel\\_terry/](https://works.bepress.com/laurel_terry/). I have written about trends in global lawyer regulation, the need for regulatory objectives, proactive lawyer regulation, the new international network of lawyer regulators, the impact on the legal profession of the GATS, the Financial Action Task Force’s anti-moneylaundering recommendations, the Bologna Process, antitrust initiatives, and recent UK and Australian reforms.

<sup>4</sup> See, e.g., Laurel S. Terry, *Admitting Foreign Lawyers*, National Conference of Bar Examiners Admissions’ Conference (Washington, D.C., April 16, 2016); Laurel S. Terry, *TTIP & Free Mobility of Lawyers*, ABA Section of International Law Spring Meeting (New York, April 13, 2016); Laurel S. Terry, *What Can the U.S. Expect from the World?*, National Organization of Bar Counsel Annual Meeting (Chicago, July 29, 2015); Laurel S. Terry, *Globalization: What’s a State Bar To Do?*, National Conference of Bar Presidents (Houston, Feb. 6, 2015); Laurel S. Terry, *T-TIP: Implications and Opportunities for Law Firms*, Large Law Firm General Counsel Roundtable (Atlanta, Jan. 16, 2015).

My talks to academic audiences are usually more focused and do not use these same “standard” slides. See, e.g., Laurel S. Terry, *FATF’s 4<sup>th</sup> Mutual Evaluations & Lawyers*, International Legal Ethics Conference VII (New York, July 16, 2016); Laurel S. Terry, *Regulatory Objectives for the Legal Profession*, Hofstra Law School (Feb. 12, 2014); Laurel S. Terry, *The Lawyer Monopoly in a Global Context*, Fordham Law School (New York, Oct. 18, 2013). All of my slides are available at <http://tinyurl.com/Laurel-Terry-slides>.

<sup>5</sup> See *supra* n. 4 for presentations that include this type of data. See generally <http://tinyurl.com/Laurel-Terry-slides>.

state of the legal market.<sup>6</sup> I also include information from the ABA ITILS State Bar Toolkit<sup>7</sup> and a map I publish online that shows that law firms in 47 states have a foreign office.<sup>8</sup>

I continue this global emphasis throughout the course. For example, for Class #3, students must join an American Bar Association committee, a state bar association committee, and a local bar association. Although the students can join any ABA committee, I show them the “Committees” webpage of the ABA Section of International Law (SIL) and encourage them to join an ABA SIL committee.<sup>9</sup> I point out that SIL has committees that cover most if not all of the substantive law the students might imagine, as well as committees for specific geographic areas and affinity groups. I encourage students to join a SIL committee so that they can begin to appreciate the global nature of legal practice.

Although I highlight throughout the course the ways in which lawyers work in an internationally-connected practice environment, the final unit of the course has the heaviest concentration. This final unit is entitled “*Competency #5: Familiarity with Global Law.*” There are four class sessions in this final unit.

The first class session in the *Global Law* unit is entitled “*Introduction to Globalization & Foreign, International, & Transnational Law.*” The goal of this session is to have students understand why global law matters and to acquire a threshold understanding of foreign, international, and transnational law. The reading materials for this class session include a CALI Lesson about international law<sup>10</sup> and a 20 page handout I have prepared. My handout begins with an introduction to public international law, private international law, and transnational law. The reading continues by identifying *who* can create public international law and by explaining *how* public international law is created. The reading assignment identifies common treaty interpretation issues including whether a treaty has been ratified, whether it is self-executing, and the type of dispute resolution mechanism it uses. This section uses the Project on International

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<sup>6</sup> See, e.g., Laurel S. Terry, *Admitting Foreign-Trained Lawyers in States Other than New York: Why it Matters*, 83(4) BAR EXAMINER 38 (Dec. 2014) (including cites for some of this information).

<sup>7</sup> See ABA, *International Trade in Legal Services and Professional Regulation: A Framework for State Bars Based on the Georgia Experience (State Toolkit)*, <http://tinyurl.com/ABAITILS>.

<sup>8</sup> See Laurel S. Terry, *Relevant for Association Issues: U.S. Jurisdictions with Law Firms That Also Have Foreign Offices* (April 9, 2015), [http://www.personal.psu.edu/faculty/l/s/1st3/Terry\\_Association\\_maps\\_and\\_firms.pdf](http://www.personal.psu.edu/faculty/l/s/1st3/Terry_Association_maps_and_firms.pdf).

<sup>9</sup> See ABA Section of International Law, Committees, [http://www.americanbar.org/groups/international\\_law/committees.html](http://www.americanbar.org/groups/international_law/committees.html). Law students can become an ABA Member without charge: [http://www.americanbar.org/membership/dues\\_eligibility.html](http://www.americanbar.org/membership/dues_eligibility.html).

<sup>10</sup> The Center for Computer-Assisted Legal Instruction (CALI) Lesson that students must complete is Lesson #1056: *An Introduction to International Law for Environmental Law Students*,” <https://www.cali.org/lesson/1056>. After reviewing all of the CALI International Law lessons, I determined that this particular lesson was the one that was best suited to provide an introduction to 1L students. The estimated completion time of this lesson is 45 minutes. For those who are not familiar with CALI, the CALI webpage offers the following description:

The Center for Computer-Assisted Legal Instruction, also known as CALI, is a 501(c)(3) non-profit consortium of mostly US law schools that conducts applied research and development in the area of computer-mediated legal education. The organization is best known in law schools for CALI Lessons, online interactive tutorials in legal subjects, and CALI Excellence for the Future Awards (CALI Awards), given to the highest scorer in a law school course at many CALI member law schools. Nearly every US law school is a member of CALI. CALI was incorporated in 1982 in the state of Minnesota by the University of Minnesota Law School and Harvard Law School.

See <https://www.cali.org/>.

Tribunals' (PICT) Synoptic Chart and Matrix to illustrate the many substantive law areas that are subject to a treaty.

The next section of the reading focuses on private international law. It introduces students to the traditional definition of private international law as the choice of law rules that apply when a foreign element is involved in a transaction among private actors. This section also introduces students to an alternative definition that defines private international law as the law that governs controversies between private persons acting across national borders. The reading advises students that private international law issues commonly include: 1) the applicable law in cross-border transactions (choice of law and conflict of laws rules); 2) enforcement and procedural law; 3) family law; and 4) commercial law. This section also addresses the issue of who creates private international law and introduces students to The [Hague Conference on Private International Law](#) and the United Nations Commission for International Trade Law or [UNCITRAL](#).

The third part of this reading assignment focuses on transnational law and foreign law, and introduces students to the different families of law – common law, civil law, Islamic law, and indigenous legal systems, including the legal system in China. It also explains the differences among adversarial and inquisitorial legal systems. The final part of the reading addresses the impact of international law and foreign law on U.S. substantive law and clients. This section highlights controversies within the U.S. Supreme Court (and elsewhere) about the desirability of U.S. tribunals using or citing foreign or international law.<sup>11</sup>

In contrast to the first class session which focuses primarily on substantive law, the second class session focuses primarily on lawyers and legal practice. Once again, the reading assignment is a handout I have prepared that is approximately twenty pages long. This handout begins by reviewing some of the statistics about globalization. The next section focuses on the impact of globalization on lawyers and legal practice. The handout distinguishes between lawyers who encounter global issues only occasionally and lawyers who practice international or foreign law as a regular part of their practice. With respect to the former category, the handout summarizes data from the American Bar Foundation's AFTER THE JD II study and from a survey of Philadelphia Bar Association members which reported that a high percentage of lawyers had encountered cross border legal practice issues at least occasionally.<sup>12</sup> With respect to the latter category, the handout applies a “slice and dice” methodology that I had used in a previous

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<sup>11</sup> I am indebted to Professor Brian Lepard from the University of Nebraska College of Law who graciously shared the materials he uses in his required 1L course on international law. See <http://law.unl.edu/prospective/whynebraska/> Although Nebraska is the only school in the Big 10 that has a required International Law class in the first year, I am pleased that Penn State's Dickinson Law also includes international law in its required first year curriculum.

<sup>12</sup> See Ronit Dinovitzer et al., AFTER THE JD II: RESULTS FROM A NATIONAL STUDY OF LEGAL CAREERS 35 (2009) (44% of the Class of 2000 lawyers surveyed in this ABF longitudinal study had done at least some work that involved clients from outside the United States or cross-border matters, including two-thirds of lawyers in the largest law firms, 65% of inside counsel, and 61% of legal services and public defense lawyers); Susan L. DeJarnatt and Mark C. Rahdert, *Preparing For Globalized Law Practice: The Need To Include International And Comparative Law In The Legal Writing Curriculum*, 17 J. Legal Writing Institute 3, 52-53 (2011) (includes many useful charts that shows that the vast majority of the surveyed lawyers had encountered cross-border legal practice issues.)

class.<sup>13</sup> For each of the identified “slice and dice” variables, I identify settings in which a lawyer could be doing international work on a regular basis.

During the third class session in this “Global Law” unit, students hear from a panel of speakers who have an international law practice. (In order to prepare for this class session, I ask students to complete a CALI Lesson about private international law<sup>14</sup> and to review the tables of contents of two books about private international law<sup>15</sup>) During the fourth class session, students hear a lecture from Library Director Gail Partin and then work on an international law research exercise that they begin in class but complete after class. The reading assignment for this class includes large excerpts from Marci Hoffman, *INTERNATIONAL LEGAL RESEARCH IN A NUTSHELL* (West 2008).

In sum, the required reading for the “Global Law Competency” unit in my 1L Contexts course includes: 1) materials I have prepared for the course; 2) two CALI Lessons that have an international law focus;<sup>16</sup> 3) the tables of contents from two private international law books;<sup>17</sup> 4) a large reading assignment from the *INTERNATIONAL LEGAL RESEARCH NUTSHELL*; and 5) a research assignment prepared by Professor and Library Director [Gail Partin](#).<sup>18</sup>

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<sup>13</sup> The “slice & dice” memo that I prepared for students highlights the different kinds of variables that students might consider when commencing a job search. For one of the required course exercises, I ask students how they would prioritize these variables and whether there are some variables that are extremely important to them and some that aren’t important. When we get to the Global Law unit in the course, I provide examples of how one might use the “slice and dice” variables when looking at jobs in which international work is a regular part of the legal practice:

- 1) the identity of one’s employer;
- 2) the nature of the legal work involved (e.g., transactional, litigation, or regulatory);
- 3) the type of substantive law involved;
- 4) whether the clients are primarily individuals or entities;
- 5) whether the lawyer focuses on a particular subset of clients such as older individuals or banking sector or health care sector clients;
- 6) whether the practice involves civil law or criminal law;
- 7) the firm’s culture; and
- 8) geography.

<sup>14</sup> The CALI lesson that I require students to complete is Lesson # 1279 on Private International Law Research, <https://www.cali.org/lesson/1279>.

<sup>15</sup> The tables of contents come from Richard Schaffer, Filiberto Agusti, Lucien J. Dhooge, & Beverley Earle, *INTERNATIONAL BUSINESS LAW AND ITS ENVIRONMENT* (9th ed. 2015) and Ralph Folsom, Michael Gordon, Michael Van Alstine, & Michael Ramsey, *INTERNATIONAL BUSINESS TRANSACTIONS NUTSHELL* (10TH ED. 2016). Although some may be skeptical, I am a big fan of assigning tables of contents because they can provide a useful overview of the structure of a field and the issues that are addressed. I selected the Schaffer book because I know that Ben Greer, who practices in this field, has used this book several times when teaching his course.

<sup>16</sup> See *supra* notes 10 and 14 (citing CALI Lessons #1056 and 1279).

<sup>17</sup> See *supra* note 15.

<sup>18</sup> This paragraph describes the reading assignments for the final unit of the course, which is on the Global Law Competency. The course packet for the first four units of the course include excerpts from Ann Southworth & Catherine Fisk, [THE LEGAL PROFESSION](#) (West Academic 2014); and Tom Rath, [STRENGTHSFINDER 2.0](#) (Gallup Press 2007) and additional materials that I have assembled. I require students to turn in assignments related to each class session and to turn in three reflective essays and a Portfolio. Many of the Portfolio requirements are the same as those set forth in Neil W. Hamilton, *ROADMAP: THE LAW STUDENT’S GUIDE TO PREPARING AND EXECUTING A SUCCESSFUL PLAN FOR EMPLOYMENT* (ABA 2015). (The requirements are also described in Neil Hamilton & Jerome M. Organ, *Thirty Reflection Questions To Help Each Student Find Meaningful Employment And Develop An Integrated Professional Identity (Professional Formation)*, 83 Tenn. L. Rev. 843 (2016), [https://papers.ssrn.com/sol3/papers2.cfm?abstract\\_id=2779741](https://papers.ssrn.com/sol3/papers2.cfm?abstract_id=2779741). During Spring Semester 2016, which was the first

With respect to learning outcomes, the goal of the Global Law unit of the 1L *Contexts* course is the topic covered by this program. I hope that this unit in the required 1L *Contexts* course will enable “students to participate in an increasingly interconnected world.”<sup>19</sup>

### **III. The Required 2L Competencies Course**

In addition to the required 1L “Contexts” course that includes a unit about Global Law, Dickinson Law students are required to take a two-credit 2L course entitled *Practicing Law in a Global World: Contexts and Competencies II*.<sup>20</sup> The content of the Competencies course has been heavily influenced by global developments.

While U.S. law schools generally do an excellent job of teaching students to “think like a lawyer,” there is a growing consensus that legal education has not provided students with the knowledge and skills they will need to help clients address multi-faceted issues in a global interdisciplinary world. The goal of the *Competencies* course is to help fill this gap by introducing students to topics that typically are not taught in the required law school curriculum but are important for lawyers to know.

The two-credit *Competencies* course meets for two hours once a week. Each week is devoted to a different “competency.” Although I refer to these competencies as “extra-legal” competencies, they are – in fact – competencies that every lawyer should be familiar with. They are “extra-legal” only in the sense that they are not topics that traditionally have been taught in doctrinal courses or in classes that involve traditional legal skills.

During Spring Semester 2017, the topics covered in the *Competencies* course were wide-ranging. They included how to read a financial statement; concepts of risk and risk management; strategic planning; leadership; negotiation theories (the closest the course comes to a traditional legal competency); quantitative and statistical principles that lawyers should know; legal project management; communication; cultural competency; managing yourself, others, and your work; wellness and resilience; and law practice management. As noted previously, I use the Harvard Problem Solving case study as the framework around which these competencies are organized.<sup>21</sup>

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year I taught the course, I required that the students purchase the ROADMAP book. As a result of strong push-back from a handful of students, however, during Spring Semester 2017, I did not require that students purchase this book. I did, however, strongly recommend that they purchase it and a number have done so.

<sup>19</sup> The learning outcomes for the 1L *Contexts* course include outcomes related to knowledge, skills, and professional identity and values. With respect to the theme of this program, the learning outcomes for the knowledge domain state that by the end of the course, students should be able to “understand the global world in which clients and lawyers operate.” The “skills” learning outcomes include the expectation that students will be capable of performing the following skills: being able to conduct a 20-minute informational interview with a lawyer; being able to locate (and join) networks of lawyers who have similar interests; being able to present yourself to a client, an employer, or others in a way that takes advantages of your professional identity, qualities, characteristics, skills, experience, and strengths; being able to conduct research about a particular lawyer, law firm, or client; and being able to conduct basic research regarding a legal problem that raises international, transnational, or foreign law issues.

<sup>20</sup> Spring Semester 2017 is the first semester that I have taught this *Competencies* course.

<sup>21</sup> See *supra* note 2 for a cite to this case study.

Before selecting the topics listed above, I reviewed not only U.S. recommendations about what new graduates need to know,<sup>22</sup> but also recommendations or requirements from outside of the United States. In order to prepare this course, I examined the recommendations or requirements adopted by the Federation of Law Societies of Canada and Provincial Law Societies;<sup>23</sup> the *Competency Standards For Entry-Level Lawyers* prepared by the Law Admissions Consultative Committee in Australia;<sup>24</sup> the *Statement of Solicitor Competence and Day One Outcomes* prepared by the Solicitors Regulation Authority in England & Wales,<sup>25</sup> and

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<sup>22</sup> See, e.g., Educating Tomorrow's Lawyers, *Foundations for Practice: Hiring the Whole Lawyer: Experience Matters* (2017), <https://perma.cc/9CUR-WQYN>; Educating Tomorrow's Lawyers, *Foundations for Practice: The Whole Lawyer and the Character Quotient* (2016), <https://perma.cc/GFD9-BABH>; Florida Bar Vision 2016, *Report of Legal Education Committee* (March 11, 2016), (includes a list of competencies; see also the 2014 report), <https://perma.cc/3J2N-QLYC>; John C. Coates IV, Jesse M. Fried, Kathryn E. Spier, *What Courses Should Law Students Take? Lessons From Harvard's Biglaw Survey*, 64 J. Legal Educ. 443 (2015), <http://jle.aals.org/home/vol64/iss3/7/>; / Lexis/Nexis, *White Paper: Hiring partners reveal new attorney readiness for real world practice* (2015), [https://www.lexisnexis.com/documents/pdf/20150325064926\\_large.pdf](https://www.lexisnexis.com/documents/pdf/20150325064926_large.pdf) (95% of hiring partners and senior associates who supervise new attorneys responded that recently graduated students lack key practical skills at the time of hiring; study identifies skills they would like to see); Jay Gary Finkelstein, *Practice in the Academy: Creating "Practice Aware" Law Graduates*, 64 J. Legal Education 622 (May 2015), <https://perma.cc/XD6T-YEZZ>; Neil Hamilton, *Empirical Research on the Core Competencies Needed to Practice Law: What Do Clients, New Lawyers, and Legal Employers Tell Us?*, 83(3) Bar Examiner 314 (Sept. 2014), <https://perma.cc/8AC2-6YFX>; Neil Hamilton, *Law Firm Competency Models and Student Professional Success: Building on a Foundation of Professional Formation/Professionalism*, 11 U. ST. THOMAS L.J. 6 (2013), [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2271410](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2271410); Susan Case, *Summary of the National Conference of Bar Examiners Job Analysis Survey Results* (2013), <http://www.ncbex.org/pdfviewer/?file=%2Fdocsdocument%2F55> and Susan Case, *The NCBE Job Analysis: A Study of the Newly Licensed Lawyer*, 82(1) Bar Exam. 52 (March 2013) (shorter summary), <https://perma.cc/L3WY-7RR6>.

<sup>23</sup> See, e.g., Federation of Law Societies of Canada (FLSC), *National Entry to Practice Competency Profile for Lawyers and Quebec Notaries* (2012), <https://perma.cc/N8TP-53F5>; FLSC, *National Entry to Practice Competency Profile Validation Survey Report* (2012), <https://perma.cc/M4A9-VTCF> (and process report); FLSC Competencies Webpage, <http://flsc.ca/national-initiatives/national-admission-standards/>; Law Society of Alberta, Form 2-5 / 2-6 (Rule 57) Education Plan (setting out a form for the articling clerk and supervisor to sign that sets forth the knowledge, experiences, and competencies that the articling student should will be exposed to), <https://perma.cc/G7FY-TW7X>; Nova Scotia Barristers' Society, *Competency Framework* (May 2013), <https://perma.cc/5XM7-WE8G>.

<sup>24</sup> See, e.g., Law Admissions Consultative Committee [LACC], *Competency Standards For Entry-Level Lawyers* (2015), <https://perma.cc/QCL9-F4TW>; LACC, *Uniform Principles For Assessing Qualifications Of Overseas Applicants For Admission To The Australian Legal Profession* (August 2015; Revised December 2016), <https://perma.cc/FU8G-AEDS> (identifies competencies that applicants must demonstrate, including substantive law performance criteria, skills, including work management and business skills, and ethics and professional responsibility); LACC, Webpage: *Documents about present admission policies*, (includes links to the above & additional items), <https://perma.cc/KG6R-FYYN>.

<sup>25</sup> See, e.g., Solicitors Regulation Authority (SRA), *Statement of Solicitor Competence* (2015), (includes requirements regarding ethics, professionalism and judgement; technical legal practice; working with other people; managing themselves and their work); the SRA has also developed a "Statement of [Substantive] Legal Knowledge" and a "Threshold [Levels 1-5] Standard", all of which are available as links from <https://perma.cc/7JD3-L2N6>; SRA, *Day One Outcomes and the Qualified Lawyers Transfer Scheme Outcomes* (Webpage Last Updated Oct. 11, 2016), (includes links to the Day One Outcomes A-F, along with the outcomes for the academic stage and the Professional Skills Course & the Legal Practice Course. Day One Outcome A is core knowledge and understanding of the law applied in England and Wales; Outcome B is intellectual, analytical and problem-solving skills; Outcome C is transactional and dispute resolution skills; Outcome D is legal, professional and client relationship knowledge

the outcomes prepared by the Law Society of Scotland.<sup>26</sup> Although there were differences among these lists, there were also a number of commonalities. In my view, the commonalities in the “competencies” required of lawyers demonstrate the degree to which U.S. lawyers will operate in a globally interconnected world and the degree to which they need to be prepared for that world.

In conclusion, I believe that Dickinson Law’s *Practicing Law in a Global World: Contexts and Competencies I & II* courses help “optimize the legal education of those who seek to enter global practice as soon and as effectively as possible.” Anyone who is interested in learning more about these courses should feel free to contact Laurel Terry at Penn State’s Dickinson Law, [LTerry@psu.edu](mailto:LTerry@psu.edu), (717) 240-5262. You can also learn more about these courses by consulting the slides, blog post, and six-minute Ignite video found here: <http://tinyurl.com/Terry-Competencies> (slides) and <http://tinyurl.com/Terry-ETL> (blog post and video link).

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and skills; Outcome E is personal development and work management skills; Outcome F is professional values, behaviours, attitudes and ethics). See <https://www.sra.org.uk/solicitors/qlts/day-one-outcomes-table.page>; SRA, *Professional Skills Course Information Pack* (includes information on the course structure, timing and background, including its requirements and written standards regarding 1) Financial and Business Skills; 2) Advocacy and Communication Skills; and 3) Client Care and Professional Standards), available at <https://perma.cc/TUL2-DWWB>; SRA, *Legal Practice Course Outcomes 2011*, (includes required outcomes re 1) professional conduct and regulation; 2) key substantive areas; and 3) key skills), see <https://perma.cc/K6DP-M2KG>;  
<sup>26</sup> See, e.g., Law Society of Scotland, *PEAT 2 (Professional Education and Training Stage 2) Outcomes* (includes required outcomes regarding: a) professionalism; b) professional communication; c) professional ethics and standards; and d) business, commercial, financial and practice awareness). See <https://perma.cc/CH5J-KY8B> (webpage) and <https://perma.cc/5HTU-DAY9> (outcomes).