

# Index

---

- accents and pronunciation 46–7
    - see also* psychomotor domain, vocal performance
  - Adcroft, A 100, 103, 105, 109, 114, 115
  - affective domain 4, 5, 50–79
    - cab-rank rule 59
    - changing sides 59
    - cognitive domain and affective performance 18, 21, 27
    - competition preparation 54–7
    - ethical/affective framework and re-arranged value system 58–9
    - incommensurability of values 59
    - International Criminal Court (ICC) Mooting Competition (2017), practices after selection of oralists 149–50, 155
    - legal-logical argument role 52, 54–7, 71
    - moral values, internalisation of
      - particular and appropriate 58–9
    - persuasiveness 52, 55, 118
    - Rule of Law acceptance 58
    - skills development 57–78
    - skills development measurement 78, 173, 176, 177
    - skills hierarchy taxonomy 52–3
    - syllogistic reasoning, limitations of 55–6
    - theoretical framework 52–4
      - see also* cognitive domain; psychomotor domain
  - affective domain, anxiety levels 50–52, 59–64, 95–6
    - and alien physical landscape of the moot court 68
    - and cognitive distortion 76
    - emotional anxiety 75–8
    - emotional confrontation with the Bench, dissipation of 68
  - external stimuli, dealing with and fight/flight reaction 61–2
  - flooding 62, 63–4, 74
  - and group contagion 76–7
  - location anxiety, Bench and three-judge model 69
  - performance effects and
    - ‘individualised zone of optimal functioning’ (IZOF) 60, 61, 62, 65, 75, 149–50
  - pharmacological intervention (beta-blockers) 62–3, 64
  - physiological responses 67
  - positive feedback effect 71
  - professional intervention
    - consideration 78
  - public speaking 20–21, 66–7, 104
  - selection/release of problem and differentially staged progression 77–8
  - state and trait 60–61, 94
  - systematic desensitisation 62, 63, 64–7, 68, 71–3, 150
    - see also* anxiety
- affective domain, anxiety levels, intellectual anxiety and ‘hostile Bench’ 69–75, 150
  - content anxiety 71
  - hostility levels, effects of increasing and cognitive complexity 74–5
  - judicial demeanour range 70–71
  - judicial engagement levels 70
    - see also* Bench
- Agras, S 65
  - Allen, M 62
  - Alm, P 67
  - analysis, synthesis and evaluation, cognitive domain *see* cognitive domain, analysis, synthesis and evaluation

- Anderson, J 84, 87  
 Anderson, L 4, 6, 15, 16–17, 36, 96  
 Angleitner, A 102–3  
 anxiety  
   excessive anxiety effect,  
     psychomotor domain 37  
   levels *see* affective domain, anxiety  
     levels  
   and oral practices, International  
     Criminal Court (ICC) Mooting  
     Competition (2017) 145  
 appearance, individual 41–2  
   *see also* psychomotor domain  
 Athanassiou, N 16  
 audio and video recording use and self-  
   evaluation 91–3  
 Australia  
   *Attorney General (Cth) v 'Kevin and  
     Jennifer'* 121  
   *Bryan v Maloney* 127  
   *C S v Anna Biedrzycka* 47  
   *Caltex Oil (Aust) Pty Ltd v The  
     Dredge Willemstad* 127  
   judicial power 121–2  
   *NV Philips Gloeilampenfabrieken  
     v Mirabella International Pty  
     Ltd* 47  
 Avants, S 51  
 Ayres, J 21, 65  
 Aziz, S 17, 18, 31–2  
  
 Baren, R 131  
 Barsade, S 75, 76  
 Barthes, R 117, 119, 130, 132–3, 135  
 Beatty, P 37  
 Beauchamp, M 103, 104, 111, 113  
 Beck, P 76, 78  
 behaviourism, and cognitive domain  
   17–18  
 Bench  
   emotional confrontation, dissipation  
     of 68  
   hostile, and intellectual anxiety *see*  
     affective domain, anxiety levels,  
     intellectual anxiety and 'hostile  
     Bench'  
   location anxiety and three-judge  
     model 69  
   mode of address appropriate to  
     members of 57–8  
   non-speaking mooters as members  
     of practice Bench 26  
   questions from the Bench,  
     responding to 22, 23–4, 25, 70,  
     157–62, 174–5  
     *see also* 'court' headings  
 Bentley, D 25  
 Berliner, D 85  
 beta-blockers 62–3, 64  
   *see also* anxiety  
 Billings, P 108  
 Blalock, D 93  
 Blasi, G 25–6, 83  
 Bloom, B 13, 14–15, 16, 17–19, 23, 30,  
   54, 73, 169  
 Bowes, I 86  
 Boyle, J 34, 44, 92  
 Brantigan, C 63  
 Brennan, S 46  
 Brommel, B 32, 34, 45, 47  
 Brooker, R 168  
 Burns, D 76, 78  
 Butler, J 4, 42  
  
 cab-rank rule 59  
 Canale, M 119, 130, 135, 136, 137  
 Carlson, T 167  
 Carron, A 102, 103, 114  
 Catano, V 33, 35  
 coaching skills 6–7, 81–97  
   affective domain and anxiety  
     management 93–4  
   coach mentoring benefits and team  
     dynamics 108  
   coach selection 96–7  
   coach time capacity, and future of  
     law schools and mooting 182–3  
   coaches as facilitators 95  
   coaching model 88–9  
   coaching in practice 94–6  
   coaching as process 83  
   and cognitive domain 90  
   competition outcomes 86–7  
   competition outcomes, subjective  
     assessment criteria 86  
   competition preparation 87–9  
   model development 84–9  
   participants' assimilation of relevant  
     materials and arguments 95  
   participation coaching 88

- performance coaching 88
- professional skills and personal characteristics, development of 87
- sporting teams analogies 85, 94–5
- state of maximum effectiveness, generating 95–6
- student mentor/second coach 100
- theoretical foundation 82–4
- written submissions and coach involvement limitations 119
- see also* skills development; team dynamics
- coaching skills, coach knowledge 84–6
  - declarative knowledge 84–5
  - interpersonal knowledge 86
  - pedagogical-content knowledge 85–6
  - presentation of legal solution (forensic advocacy), understanding 85, 86
  - technical knowledge 85
  - see also* cognitive domain, knowledge dimension
- coaching skills, and psychomotor domain 90–93
  - areas of weakness, identifying 91
  - audio and video recording use and self-evaluation 91–3
  - vocal stamina, attention to 93
  - voice pitch lowering 92–3
- cognitive distortion and anxiety levels 76
- cognitive domain 3–5, 13–28
  - affective performance 18, 21, 27
  - and behaviourism 17–18
  - and coaching skills 90
  - competition preparation 18, 20
  - comprehension/understanding skills, and practice and drill sessions 17, 19, 23–4, 25
  - debating skills comparison 20–21, 66–7, 104
  - International Criminal Court (ICC) Mooting Competition (2017), practices after selection of oralists 147, 155, 156
  - lack of preparation effect 37
  - and persuasiveness 4, 16, 27, 155
  - psychomotor skills integration 18, 27, 37, 39, 41
  - skills development 20–27
  - skills development measurement 27–8, 169–75, 177
  - skills hierarchy taxonomy 15–17, 18–20, 71, 73–5
  - theoretical foundations 14–20
  - thought processes 18
  - and written submissions 118, 119, 120, 131–2
  - see also* affective domain; psychomotor domain
- cognitive domain, analysis, synthesis and evaluation 17, 19, 90, 170, 173
  - and International Criminal Court (ICC) Mooting Competition (2017) 143, 144, 147, 156, 157, 161–2
  - and legal argument development 18, 20, 73–5
  - non-speaking mooters as members of practice Bench 26
  - practice and perfection of submissions 21–3, 25–7, 73–5, 119
  - self-evaluation and peer-evaluation 27, 90
  - solutions and problem space 26
- cognitive domain, knowledge dimension 17, 19, 170, 171–2
- court procedures and etiquette 22, 23–4
  - and International Criminal Court (ICC) Mooting Competition (2017) 144, 147, 156–62
  - knowledge application skills 20, 24–5
  - knowledge retention skills 22, 71
  - self-evaluation and peer-evaluation 90
  - team questioning sessions 22–3
  - see also* coaching skills, coach knowledge
- cognitive resources and open communication 105, 111–13, 114
  - see also* team dynamics
- communication
  - competence, and written submissions 130, 134–8
  - open communication and team dynamics 105, 111–13, 114

- competition  
 International Criminal Court (ICC) *see* International Criminal Court (ICC) Mooting Competition (2017)  
 outcomes, and coaching skills 86–7  
 rules, and team selection 110
- competition preparation  
 affective domain 54–7  
 coaching skills 87–9  
 cognitive domain 18, 20  
 psychomotor domain 35–8  
 team dynamics 111–12  
 written submissions 118, 129–30
- comprehension/understanding skills 17, 19, 23–4, 25
- concision versus precision, written submissions 132–3
- conscious versus unconscious control 36–7  
*see also* psychomotor domain
- Cooray, S 103, 105, 106, 107, 111, 112–13, 182
- Coper, M 122
- Côté, J 84, 86, 87, 88, 89
- court attire (dress) 42
- court etiquette 22, 23–4, 57–8  
*see also* Bench
- court landscape and anxiety levels 68
- criterion-referenced assessment (CRA) *see* skill development measurement, criterion-referenced assessment (CRA)
- Croston, G 66
- Dave, R 8, 30, 33
- debating skills comparison 20–21, 66–7, 104
- DeCoske, M 46
- Deffenbacher, J 73
- delivery speed 47–8  
*see also* psychomotor domain, vocal performance
- desensitisation, systematic, and anxiety levels 62, 63, 64–7, 68, 71–3, 150
- Desierto, A 56
- Dettmer, P 1
- development measurement  
 skills *see* skills development measurement  
 team dynamics 113–14, 177
- developmental role, International Criminal Court (ICC) Mooting Competition (2017), practices after selection of oralists 155–6
- Dignam, J 103
- Dirks, A 16
- discourse competence, written submissions 136–7
- diversity of attributes 105, 107  
*see also* team dynamics
- drafting period, International Criminal Court (ICC) Mooting Competition (2017) 144
- dress (court attire) 42  
*see also* ‘court’ headings
- Dunn, L 167, 168
- Dworkin, R 13, 56, 73, 126–7
- economic analysis of law 127
- editing and strategic competence, written submissions 137–8
- effectiveness  
 measurement, psychomotor domain 32–3  
 state of maximum, and coaching skills 95–6
- Elman, M 62
- emotional anxiety 75–8
- engaged document use 44  
*see also* psychomotor domain
- ethical framework and re-arranged value system 58–9
- etiquette, court 22, 23–4, 57–8  
*see also* Bench
- evaluation *see* cognitive domain, analysis, synthesis and evaluation
- experiential learning 39
- facial expression 44, 69  
*see also* psychomotor domain
- feedback use  
 affective domain, anxiety levels 71  
 skill development measurement, criterion-referenced assessment (CRA) 166  
 team dynamics 107, 114

- and written submissions, skills development 133
- Feezel, J 19
- feminism 128
- Ferris, T 17, 18, 31–2
- fight/flight reaction 61–2
  - see also* anxiety
- Filho, E 103, 105
- Fishbein, M 63
- Fitts, P 34
- Fletcher, D 91
- flooding 62, 63–4, 74
  - see also* anxiety
- fluency 47, 149
  - see also* psychomotor domain, vocal performance
- Foa, E 62, 63, 64
- foreign names and pronunciation 46–7
  - see also* psychomotor domain, vocal performance
- Fowler, J 39
- Fredricks, S 58
- Fu, F 43
- Furst, E 15, 18
- future of law schools and place of mootings 181–3
  - and coach's time capacity 182–3
  - technology impact 182
- Gallimore, R 84
- Garber, B 64, 73
- gestures 37–8, 43–4, 148
  - see also* psychomotor domain
- Gilbert, W 84, 86, 87, 88, 89
- Godden, D 55
- Goldfried, M 64, 65
- Gottfried, C-G 63
- grammatical competence, written submissions 135–6
- group contagion 76–7
  - see also* anxiety
- Gygar, T 4, 42
- Hafez, Z 120, 131
- Hall, K 123
- hand gestures 37–8, 43–4, 148
  - see also* psychomotor domain
- Hanin, Y 60
- Hanley, S 95
- Hanna, W 16
- Hansen, K 4, 32
- Hanton, S 65
- Hardy, L 65
- Harrow, A 8, 30, 33
- Hart, H 134
- Harvey, S 115
- Hegland, K 59
- Heydon, D 122
- Hoffman, M 105–6, 107, 111, 113
- Hoffman, P 82
- Holmes, O 122
- Hopf, T 21, 65
- Horn, T 87
- Houlihan, D 63
- Humara, M 60
- Hunter, M 36
- Imhof, M 92
- individual personality characteristics, and team dynamics 103–5, 107, 110, 113, 114
- 'individualised zone of optimal functioning' (IZOF) 60, 61, 62, 65, 75, 149–50
  - see also* anxiety
- inherent natural skills versus practice 32–3
- intellectual anxiety *see* affective domain, anxiety levels, intellectual anxiety and 'hostile Bench'
- International Court of Justice, *Genocide Case* 160
- International Criminal Court (ICC)
  - Prosecutor v Dominic Ongwen* 142
  - Prosecutor v Laurent Gbagbo* 141
  - Prosecutor v Omar Hassan Ahmad Al Bashir* 142, 160, 162
  - United States of America v Josef Altstötter* 141
  - United States of America v Karl Brandt* 141
- International Criminal Court (ICC) Mooting Competition (2017) 110, 140–64
  - analysis, synthesis and evaluation 143, 144, 147, 156, 157, 161–2
  - knowledge dimension 144, 147, 156–62
  - oral practices and anxiety levels 145

- oral practices and pre-appointment  
of oralists 145–6
- Oral Rounds 150–55
- Oral Rounds, Moot problem 151–5
- Oral Rounds preliminary  
qualification and regional  
rounds 142, 144
- oralists and role choice and  
uncertainty management 146–7
- problem release and written  
submissions 144–5
- questions and answers and cognitive  
skills 156–72
- research and drafting period 144
- Rome Statute 141, 143, 147, 151,  
159, 160, 161
- separate qualification process for  
Australian teams 142–3
- team dynamics assessment 144, 145
- team result 163–4
- team size and student selection  
143–4
- team's domain capacities, assessment  
of 143–4
- word limits for submissions 142–3,  
145
- written submissions, development  
and refinement and cognitive  
domain 147  
*see also* team dynamics
- International Criminal Court (ICC)  
Mooting Competition (2017),  
practices after selection of oralists  
147–50
- affective domain 149–50, 155
- cognitive domain 147, 155, 156
- developmental role 155–6
- psychomotor domain 148–9, 155
- International Criminal Tribunal of  
Rwanda  
*Prosecutor v Clément Kayishema* 162  
*Prosecutor v Jean-Paul Akayesu* 160,  
162
- IZOF ('individualised zone of optimal  
functioning') 60, 61, 62, 65, 75,  
149–50  
*see also* anxiety
- Johnson, B 36
- Johnson, R 168
- Johnston, J 33, 35
- Jones, R 86
- judicial activism role, written  
submissions 120–22, 129
- judicial demeanour range and  
engagement levels 70–71  
*see also* Bench
- Jung, K 102, 103, 104–5
- Juslin, P 48
- Kaufman, H 31, 32, 43, 45, 92
- Kelly, J 75, 76
- Kerr, T 119
- Keyes, M 2
- Kiefel CJ AC, Susan, The Hon. 122
- Kimble, J 133
- Kirby AC CMG, Michael, The Hon.  
122
- knowledge, and coaching skills *see*  
coaching skills, coach knowledge
- knowledge dimension, cognitive  
domain *see* cognitive domain,  
knowledge dimension
- Kolb, D 39
- Koufman, J 93
- Kozak, M 62, 63
- Krathwohl, D 4, 6, 15, 16–17, 36, 52–3,  
57, 58, 96, 157
- Kraus, S 76
- Kronman, A 59
- Lang, P 65
- language-based skills *see* cognitive  
domain; written submissions
- Lazarus, A 62
- Lazovik, D 65
- lectern stance 42, 69  
*see also* psychomotor domain
- legal analytical processes and principles  
of law, written submissions  
124–5
- legal argument development, analysis,  
synthesis and evaluation 18, 20,  
73–5
- legal concept complexity, written  
submissions 133
- legal solution presentation, and  
coaching skills 85, 86
- legal-logical argument role, affective  
domain 52, 54–7, 71

- Leiboff, M 56, 73, 121, 125, 128, 133
- Lephart, S 43
- Letts, Q 51
- Levis, D 62
- Lidén, S 63
- Linklater, K 93
- location anxiety 69  
*see also* Bench
- Low, G 48
- Lyle, J 84, 88
- Lynch, A 2
- McAdam, A 124
- McCroskey, J 4, 30, 32–3, 47, 89
- McDevitt, W 2
- MacFarlane, J 83
- McLeod, D 67
- Maharg, P 54
- Malkiewich, L 65
- Marks, I 62, 64
- Mason AC KBE CBE QC, Sir  
Anthony, The Hon. 122, 129
- Maughan, C 54
- mental agility, importance of 37
- Merluzzi, T 65
- Michaelsen, L 101, 106
- Michie, S 62
- Middlestadt, S 63
- Miechenbaum, D 73
- Mill, J S 54–5
- mode of address appropriate to  
members of the Bench 57–8  
*see also* Bench
- moral framework and re-arranged  
value system 58–9
- Morgan, C 167
- Mulac, A 48
- Muller, R 68, 94
- Munn, N 44
- Nadelmann, K 178
- natural law and positivism, difference  
between 125–6
- New Zealand, *Cholmondeley v Wright,  
Stephenson & Co* 47
- Nichols, N 53
- Noble, C 31
- non-selection effect, managing 99  
*see also* team dynamics
- non-speaking mooters as members of  
practice Bench 26  
*see also* Bench
- Norcross, J 73
- O'Donovan, B 167–8
- Oermann, M 31
- Olatunji, B 64
- Oliver, R 119
- open communication and cognitive  
resources, team dynamics 105,  
111–13, 114
- Oral Rounds, International  
Criminal Court (ICC) Mooting  
Competition (2017) 150–55
- oral practices and pre-appointment  
of oralists 145–6
- oralists, role choice and uncertainty  
management 146–7
- preliminary qualification and  
regional rounds 142,  
144
- O'Reilly, M 167
- Osbeck, M 52
- Ostendorf, F 102–3
- palpitations 67  
*see also* anxiety
- Parsons, L 2, 57, 115
- participation coaching 88
- Pearce, W 32, 34, 45, 47
- peer-evaluation 27, 90  
*see also* cognitive domain, analysis,  
synthesis and evaluation
- Pepper, S 58
- performance  
coaching 88
- effects and 'individualised zone of  
optimal functioning' (IZOF) 60,  
61, 62, 65, 75, 149–50
- potential, identifying, and team  
dynamics 106, 107
- persuasiveness  
affective domain 52, 55, 118
- cognitive domain 4, 16, 27
- psychomotor domain 30, 31, 32, 41,  
43
- skills development measurement,  
criterion-referenced assessment  
(CRA) 172, 173–4

- written submissions 119, 123, 128, 130, 131, 135–6
- Pescosolido, A 101, 112, 113
- pharmacological intervention (beta-blockers) 62–3, 64
  - see also* anxiety
- plain English writing, written submissions 131–2, 133–4
- Pörschmann, C 91
- positivism and natural law, difference between 125–6
- post-modernism 128
- post-structuralism 128
- posture 41–2, 45–6, 69, 148
  - see also* psychomotor domain
- practice
  - inherent natural skills versus 32–3
  - sessions 17, 19, 23–4, 25
  - submissions, practice and perfection of 21–3, 25–7, 73–5, 119
- precision versus concision, written submissions 132–3
- preparation, effect of lack of 37
- Price, M 167
- professional intervention
  - consideration, and anxiety levels 78
- projection 48, 93
  - see also* psychomotor domain, vocal performance
- pronunciation 46–7
  - see also* psychomotor domain, vocal performance
- proof reading importance, written submissions 130
- proprioception skills 43
- psychomotor domain 4–5, 29–49
  - appearance 41–2
  - coaching skills *see* coaching skills, and psychomotor domain
  - cognitive skills integration 18, 27, 37, 39, 41
  - competition preparation 35–8
  - conscious versus unconscious control 36–7
  - dress (court attire) 42
  - effectiveness measurement 32–3
  - engaged document use 44
  - excessive anxiety (affective domain) effect 37
  - experiential learning 39
  - facial expression 44, 69
  - gesture 37–8, 43–4, 148
  - hand gestures 43–4
  - inherent natural skills versus practice 32–3
  - International Criminal Court (ICC) Mooting Competition (2017), practices after selection of oralists 148–9, 155
  - lack of preparation effect 37
  - lectern stance 42, 69
  - mental agility, importance of 37
  - persuasiveness 30, 31, 32, 41, 43
  - posture 41–2, 45–6, 69, 148
  - posture, gesture and vocal performance 37–8
  - proprioception skills 43
  - self-evaluation of questions of posture and vocal dynamics 42, 45–6
  - skills development 31, 38–48
  - skills development measurement 48, 177
  - skills hierarchy taxonomy 33, 34–5, 37–8, 39
  - stance 41–2, 69
  - stimulus-organism-response (S-O-R) elements 31
  - theatrical qualities 3, 4, 30, 32, 35–6, 43–4
  - theoretical foundation 31–5
    - see also* affective domain; cognitive domain
  - psychomotor domain, vocal performance 37–8, 44–8, 148, 173–4
  - fluency 47, 149
  - projection 48, 93
  - pronunciation, accents and foreign names 46–7
  - self-evaluation 42, 45–6, 91
  - soliloquy delivery 34
  - speed of delivery 47–8
  - vocal dynamics 45–6, 149
  - vocal stamina, attention to 93
  - voice pitch lowering 92–3
- public speaking comparison 20–21, 66–7, 104



- questions and answers and  
     cognitive skills, International  
     Criminal Court (ICC) Mooting  
     Competition (2017) 156–72  
 questions from the Bench, responding  
     to 22, 23–4, 25, 70, 157–62,  
     174–5
- Rachman, S 64  
 Red Cross International Humanitarian  
     Law Competition 143  
 regional rounds, International  
     Criminal Court (ICC) Mooting  
     Competition (2017) 142, 144  
 Reinfeldt, S 91  
 Riebe, L 100  
 Rieber, L 119  
 Rogers, C 37  
 role choice for oralists, International  
     Criminal Court (ICC) Mooting  
     Competition (2017) 146–7  
 Rome Statute 141, 143, 147, 151, 159,  
     160, 161  
     *see also* International Criminal  
     Court (ICC) Mooting  
     Competition (2017)
- Rovai, A 36  
 Rule of Law acceptance 58  
 Rust, C 167
- Saavedra, R 101, 112, 113  
 Sambell, K 168  
 Sarkar, M 91  
 Sato, K 67  
 Saunders, T 61, 64, 74  
 Scherer, K 48  
 Schjatvet, C 120, 131  
 Schön, D 83  
 Schwartz, R 67  
 Scollon, R and S 112  
 Seaman, M 15  
 Sears, S 76  
 selection of team *see under* team  
     dynamics  
 self-evaluation  
     audio and video recording use 91–3  
     cognitive domain, analysis, synthesis  
     and evaluation 27, 90  
     knowledge dimension (knowing and  
     remembering facts) 90  
     posture and vocal dynamics 42,  
     45–6, 91  
 Sheets, B 48  
 Sherman, A 48  
 Shingim, T 13  
 Simpson, E 8, 30, 33, 43  
 skills development  
     affective domain 57–78  
     cognitive domain 20–27  
     psychomotor domain 31, 38–48  
     *see also* coaching skills  
 skills development measurement,  
     criterion-referenced assessment  
     (CRA) 2–3, 165–75  
     affective skills 78, 173, 176, 177  
     cognitive skills 27–8, 169–75, 177  
     criteria/standards matrix 168–72,  
     184–6  
     formative feedback role 166  
     persuasiveness 172, 173–4  
     psychomotor skills 48, 177  
 questions from the Bench,  
     responding to 22, 23–4, 25, 70,  
     157–62, 174–5  
     summative assessment 166  
     team dynamics 103, 113–14, 177  
     theoretical foundation 166–8  
     tools 48, 78, 114  
     written submissions *see*  
     written submissions, skills  
     development  
 skills hierarchy taxonomy  
     affective domain 52–3  
     cognitive domain 15–17, 18–20, 71,  
     73–5  
     psychomotor domain 33, 34–5, 37–8,  
     39  
     team dynamics 102–7  
 Skinner, B 17–18  
 Skura, B 95  
 Smith, T 124  
 social presence levels, team dynamics  
     106–7, 111  
 sociolinguistic competence, written  
     submissions 136  
 soliloquy delivery 34  
     *see also* psychomotor domain, vocal  
     performance  
 sporting teams analogies  
     coaching skills 85, 94–5

- team dynamics 99, 101–2, 108, 109, 114
- Stallman, H 91
- Stampfl, T 62
- stance 41–2, 69
  - see also* psychomotor domain
- Starr, C 16
- state and trait anxiety levels 60–61, 94
- statute and case law engagement,
  - written submissions 120, 123–4
- stimulus-organism-response (S-O-R) elements 31
  - see also* psychomotor domain
- Stone, J 56
- Stowell, F 103, 105, 106, 107, 111, 112–13, 182
- strategic competence and submission editing, written submissions 137–8
- student mentor/second coach, team dynamics 100
- submissions
  - practice and perfection of 21–3, 25–7, 73–5, 119
  - written *see* written submissions
- Swain, M 136
- sweating 67
  - see also* anxiety
- Sweet, M 101, 106
- sylogistic reasoning, limitations of 55–6
- synthesis *see* cognitive domain, analysis, synthesis and evaluation
- talent pool constraints, team selection 109–10
- team dynamics 98–115
  - coach mentoring benefits 108
  - competition preparation 111–12
  - complementary skills versus division of labour 103
  - development measurement 103, 113–14, 177
  - diversity of attributes 105, 107
  - feedback use 107, 114
  - hierarchy typology development 102–7
  - and individual personality characteristics 103–5, 107, 110, 113, 114
  - non-selection effect, managing 99
  - open communication and cognitive resources 105, 111–13, 114
  - performance potential, identifying 106, 107
  - sporting teams analogies 99, 101–2, 108, 109, 114
  - student mentor/second coach 100
  - student-run initiatives 100
  - tasks necessary to achieve winning goal 112
  - team bonding 112–13
  - team building 111–12
  - team cohesion and performance link 99–100, 101–2, 112–13
  - team composition 98–9, 100
  - team selection 99, 102, 104, 106, 108–10, 111, 143–4
  - team selection, and competition rules 110
  - team selection, talent pool constraints 109–10
  - team selection, written application 110
  - theoretical foundation 101–2
  - trust development and social presence levels 106–7, 111
  - see also* coaching skills; International Criminal Court (ICC) Mooting Competition (2017)
- team questioning sessions, and knowledge dimension 22–3
- team result, International Criminal Court (ICC) Mooting Competition (2017) 163–4
- team size and domain capacities and student selection, International Criminal Court (ICC) Mooting Competition (2017) 143–4
- technology impact, future of law schools and place of mooting 182
- Teckman, J 100, 103, 105, 109, 114, 115
- Terry, P 101
- Tharp, R 84
- Thayer, J 66–7
- theatrical qualities 3, 4, 30, 32, 35–6, 43–4
- Tindall, B 51, 63
- Trudel, P 87

- trust development and social presence levels, team dynamics 106–7, 111
- UK, *Donoghue v Stevenson* 120
- US  
 legal realism 127–8  
*Roe v Wade* 127
- Vanaspu, L 14, 27
- video and audio recording use and self-evaluation 91–3
- vocal performance *see* psychomotor domain, vocal performance
- Von Békésy, G 91
- Watson, J 131
- Webb, J 26, 28, 83
- Webber, J 122
- Weitan, W 34
- Wenderoth, M 16
- Whincop, M 2
- White, S 46
- Williams, M 46
- winning goal, tasks necessary to achieve 112  
*see also* team dynamics
- Wolpe, J 62, 63, 65
- Woodman, R 114
- word limits for submissions,  
 International Criminal Court (ICC) Mooting Competition (2017) 142–3, 145
- written application, team selection 110
- written submissions 117–39, 177  
 coach involvement limitations 119  
 and cognitive skills 118, 119, 120, 131–2  
 competition preparation 129–30  
 and competition's court 118  
 development and refinement,  
 International Criminal Court (ICC) Mooting Competition (2017) 147  
 judicial activism role 120–22, 129  
 legal analytical processes and principles of law 124–5  
 persuasiveness 119, 123, 128, 130, 131, 135–6  
 positions of all parties, consideration of 130  
 preparation process 119  
 proof reading importance 130  
 statute and case law engagement 120, 123–4  
 theoretical foundation 120–29  
 word limits, International Criminal Court (ICC) Mooting Competition (2017) 142–3, 145
- written submissions, skills development 130–39, 173–4  
 communicative competence 130, 134–8  
 concision versus precision 132–3  
 discourse competence 136–7  
 and feedback 133  
 grammatical competence 135–6  
 legal concept complexity 133  
 plain English writing 131–2, 133–4  
 skills development measurement 138–9  
 sociolinguistic competence 136  
 strategic competence and submission editing 137–8  
*see also* skills development
- written submissions, theory utilisation 125–9  
 American legal realism 127–8  
 Dworkin's theory of adjudication 13, 56, 73, 126–7  
 economic analysis of law 127  
 feminism 128  
 formalism and anti-formalism, distinction between 129  
 natural law and positivism, difference between 125–6  
 post-modernism 128  
 post-structuralism 128
- Wydick, R 135
- Yin, K 56
- Young, P 132
- Yule, W 63–4
- Zenun, M 103
- Zoellner, L 62

