

Tips for Leading a Great NALP Conference Session

Thank you for serving as NALP Faculty! Whether you are a first-time speaker at the NALP Annual Education Conference, or one who has spoken at multiple conferences, this document provides you with information to make your presentation great.

Know Your Audience

Familiarize yourself with the breadth of NALP's membership to ensure sessions are targeted appropriately. NALP's members include virtually all of the ABA-accredited law schools and all the Canadian law schools and more than 2,000 legal employers in the US and Canada, including law firms, government, and public interest organizations. Attendees at our conferences include legal career professionals, career services professionals, DEI professionals, and lawyer professional development administrators, as well as alumni directors, hiring partners, coaches, human resources or wellness directors, law school deans, bar representatives and legal consultants. Our website, www.nalp.org, has more information.

Talk with your conference planning committee contact (your session shepherd) to further refine your understanding of the member attendees.

Non-NALP members – including resource center vendors, legal search consultants or other industry consultants, members of the media, or others – may also attend your session.

The NALP Annual Education Conference is a public forum, allowing for a free exchange of ideas, and we are pleased to have different constituencies in attendance. You should assume that your remarks could be cited by others, including the press, without your knowledge or permission.

Engaging Your Audience

It is helpful to be aware of the characteristics of adult learners:

- **Experienced:** They need to connect learning to their own knowledge/experience base, building on their own experiences.
- **Autonomous and self-directed:** Adult participants must be actively involved in the learning process.
- **Practical:** They expect information that is useful to them on their job. They may not be interested in knowledge for its own sake.
- **Goal-oriented:** Instructors must show participants how this session will help them attain their goals.
- **Relevancy-oriented:** They must see a reason for learning something, such as it being applicable to their work responsibilities.

- Respect: Participants should feel safe and supported. Avoid jargon and don't "talk down" to participants.
- Learning styles: visual, auditory, and kinesthetic. Consider how you can present materials in ways that stimulate as many senses as possible in order to increase your chances of teaching success.

In addition to fine-tuning your program to the needs of adult learners, you'll need to practice your delivery. Are you excited about this issue? Do you have a deep commitment to the work? Are you intellectually interested in the topic? Share what excites you about the material, and participants will catch that energy.

Ensuring a Good Recording of Your Session

Recordings will prove a useful resource to those who were unable to attend your session. To ensure that your recording is a good one:

- Introduce your session, indicating the session title and speaker name(s).
- Speak into the microphone at all times, even if you are in a small room.
- Repeat all questions before answering. This is also helpful for those at the back of the room. You may alternatively incorporate the question into your response: for example, not "Yes" but "Yes, last year was the first time we offered this mentor program."

Thank you again for presenting at the NALP Annual Education Conference!